

Correlation of
Seeds of Science/Roots of Reading[®]
Integrated Science and Literacy Units

Soil Habitats
Shoreline Science
Designing Mixtures
Gravity and Magnetism
Light Energy
Weather and Water
Variation and Adaptation
Digestion and Body Systems
Planets & Moons
Aquatic Ecosystems
Models of Matter
Chemical Changes

with the State of Massachusetts
English Language Arts Education Standards
for Grade 3
Created April 2009



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Massachusetts English/Language Arts Standards – 3rd Grade

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Massachusetts English/Language Arts Standards – 3rd Grade

Massachusetts English/Language Arts Standards – 3 rd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
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Language												
Standard 1: Discussion - Students will use agreed-upon rules for informal and formal discussions in small and large groups.												
(Continue to address earlier standards as needed.) <i>For example, in literature discussion groups, students take on roles of leader, scribe, and reader as they discuss questions they have generated in preparation for class.</i>	●●●	●●●	●●	●●	●●●	●●	●●	●●●	●●●	●●	●●	●●
Standard 2: Questioning, Listening, and Contributing - Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.												
2.2: Contribute knowledge to class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Standard 3: Oral Presentation - Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.												
3.3: Adapt language to persuade, to explain, or to seek information.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
3.4: Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation.	●●									●●		●●
3.5: Make informal presentations that have a recognizable organization (<i>sequencing, summarizing</i>).	●●					●●				●●		●●
3.6: Express an opinion of a literary work or film in an organized way, with supporting detail.												
3.7: Use teacher-developed assessment criteria to prepare their	●									●		●

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presentations.												
Standard 4: Vocabulary and Concept Development - Students will understand and acquire new vocabulary and use it correctly in reading and writing.												
4.9: Identify the meaning of common prefixes												
4.10: Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words.						●			●		●	
4.11: Identify the meaning of common idioms and figurative phrases.					●				●			
4.12: Identify playful uses of language (<i>puns, jokes, palindromes</i>).												
4.13: Determine the meaning of unknown words using their context.	●	●	●	●	●	●	●	●	●	●	●	●
4.14: Recognize and use words with multiple meanings (<i>sentence, school, hard</i>) and be able to determine which meaning is intended from the context of the sentence.	●	●	●	●	●			●			●	●
4.15: Determine meanings of words and alternate word choices using a dictionary or thesaurus.	●	●	●	●	●	●	●	●	●	●	●	●
4.16: Identify and apply the meaning of the terms <i>antonym, synonym, and homophone</i> .												
Recognize that words are constructed of many parts: letters, syllables, root words, prefixes, and suffixes. Recognize that prefixes can change the meanings of root words (for example, <i>agreeable/disagreeable, happy/unhappy, tell/retell</i>).	●	●	●	●	●	●	●	●	●	●	●	●
Identify roots of words (for example, <i>-graph</i> is a common root in <i>autograph, photograph, biography</i>).	●	●	●	●	●	●	●	●	●	●	●	●
Recognize that many English words have Greek or Latin roots.						●			●		●	
Recognize that some words and phrases have both a literal and a												

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non-literal meaning (for example, <i>take steps</i>).												
Identify playful uses of language (for example, <i>riddles, crossword puzzles, tongue twisters</i>).												
Determine the meanings of unknown words by using their context.	●	●	●	●	●	●	●	●	●	●	●	●
Use the context of the sentence to determine the correct meaning of a word with multiple meanings.	●	●	●	●	●			●			●	●
Determine the meanings of words using a beginning dictionary.	●	●	●	●	●	●	●	●	●	●	●	●
Standard 5: Structure and Origins of Modern English - Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.												
5.4: Recognize the subject-predicate relationship in sentences.												
5.6: Identify the four basic parts of speech (<i>adjective, noun, verb, adverb</i>).	●					●		●		●		
5.7: Identify correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).	●	●	●	●	●	●	●	●	●	●	●	●
5.8: Identify words or word parts from other languages that have been adopted into the English language.	●	●	●	●	●	●	●	●	●	●	●	●
Distinguish between a statement and a question.	●	●	●	●	●	●	●	●	●	●	●	●
Identify three basic parts of speech: <i>adjective, noun, verb</i> .	●					●		●		●		
Identify correct mechanics (for example, <i>end marks, capitalization, comma in dates</i>).	●	●	●	●	●	●	●	●	●	●	●	●
Standard 6: Formal and Informal English - Students will describe, analyze, and use appropriately formal and informal English.												
6.2: Recognize dialect in the conversational voices in American												

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folk tales.												
6.3: Identify formal and informal language use in advertisements read, heard, and/or seen.												
Recognize dialect in conversational voices in American folk tales when they are read aloud.												
Reading and Literature												
Standard 7: Beginning Reading - Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.												
7.8: Use letter-sound knowledge to decode written English.	●	●	●	●	●	●	●	●	●	●	●	●
7.9: Read grade-appropriate imaginative/literary & informational/expository text with comprehension (see General Standard 8).	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
7.10: Read aloud grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Standard 8: Understanding a Text - Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation. (For vocabulary and concept development see General Standard 4.)												
For imaginative/literary texts:												
8.11: Identify and show the relevance of foreshadowing clues.												
8.12: Identify sensory details and figurative language.												
8.13: Identify the speaker of a poem or story.												
8.14: Make judgments about setting, characters, and events and support them with evidence from the text.												
For informational/expository texts:	●●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●●	●●	●●

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8.15: Locate facts that answer the reader’s questions.												
8.16: Distinguish cause from effect.	●	●	●	●	●	●	●	●	●	●	●	●
8.17: Distinguish fact from opinion or fiction.	●	●	●	●	●	●	●	●	●	●	●	●
8.18: Summarize main ideas and supporting details.	●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●	●
Identify foreshadowing clues as the parts of a text that help the reader predict what will happen later in a story.												
Identify sensory details in literature.	●					●		●		●		
Identify the speaker of a poem or narrator of a story.												
Retell the events of a story in sequence.												
Identify narrative elements of character, setting, and plot.												
Form questions about a text and locate facts/details in order to answer those questions.	●●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●●	●●	●
Standard 9: Making Connections - Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context historical background.												
9.3: Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author’s life.												
Standard 10: Genre - Students will identify, analyze, and apply knowledge of the characteristics of different genres.												
10.2: Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing.	●	●	●	●	●	●	●	●	●	●	●	●
Distinguish among forms of literature (for example, <i>poetry, fiction, nonfiction, and drama</i>).	●	●	●	●	●	●	●	●	●	●	●	●
Standard 11: Theme - Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support th												

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understanding.												
11.2: Identify themes as lessons in folktales, fables, and Greek myths for children.												
Identify themes as lessons in fables, stories, and poems.												
Standard 12: Fiction - Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text support their understanding.												
12.2: Identify and analyze the elements of plot, character, and setting in the stories they read and write.												
Identify the elements of fiction (<i>problem, solution, character, and setting</i>) and analyze how major events lead from problem to solution.												
Identify personality traits of characters and the thoughts, words, and actions that reveal their personalities.												
Standard 13: Nonfiction - Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.												
13.6: Identify and use knowledge of common textual features (<i>paragraphs, topic sentences, concluding sentences, glossary</i>).	●●	●●	●●	●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●
13.7: Identify and use knowledge of common graphic features (<i>charts, maps, diagrams, illustrations</i>).	●●	●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●
13.8: Identify and use knowledge of common organizational structures (<i>chronological order</i>).	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
13.9: Locate facts that answer the reader’s questions.	●●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●●	●●	●●
13.10: Distinguish cause from effect.	●	●	●	●	●	●	●	●	●	●	●	●
13.11: Distinguish fact from opinion or fiction.	●	●	●	●	●	●	●	●	●	●	●	●

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13.12: Summarize main ideas and supporting details.	●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●	●
Standard 14: Poetry - Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding. (See also Standard 15.)												
14.2: Identify rhyme and rhythm, repetition, similes, and sensory images in poems.												
Identify poetic elements (for example, <i>rhyme, rhythm, repetition, sensory images</i>).												
Identify terminology for structural elements of poems (for example, <i>stanza</i> and <i>verse</i>).												
Standard 15: Style and Language - Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding. (See also Standard 14.)												
15.2: Identify words appealing to the senses or involving direct comparisons in literature and spoken language.	●●					●●	●●	●●		●●		
Standard 16: Myth, Traditional Narrative, and Classical Literature - Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.												
16.4: Identify phenomena explained in origin myths (<i>Prometheus/fire; Pandora/evils</i>).												
16.5: Identify the adventures or exploits of a character type in traditional literature.												
16.6: Acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology and other traditional literature (See Appendix A).												
Identify natural events explained in origin myths.												
Acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology, and in other traditional												

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literature.												
Standard 17: Dramatic Literature - Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding. <i>(See also Standards 12, 18, 27, and the Theatre Strand of the Arts Curriculum Framework.)</i>												
17.2: Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed.												
Identify and analyze elements of plot and character presented through dialogue in scripts that are read, viewed, listened, or performed.												
Standard 18: Dramatic Reading and Performance - Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose. <i>(See also Standards 17, 19, 27, and the Theatre Strand of the Arts Curriculum Framework.)</i>												
18.2: Plan and perform readings of selected texts for an audience, using clear diction and voice quality (<i>volume, tempo, pitch, tone</i>) appropriate to the selection, and use teacher-developed assessment criteria to prepare presentations.												
Composition												
Standard 19: Writing - Students will write with a clear focus, coherent organization, and sufficient detail.												
For imaginative/literary writing:*												
19.9: Write stories that have a beginning, middle, and end and contain details of setting.												
19.10: Write short poems that contain simple sense details.												
For informational/expository writing:												
19.11: Write brief summaries of information gathered through research.	●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●	●
19.12: Write a brief interpretation or explanation of a literary or	●●●	●●●	●	●●●	●●●	●●●	●●●	●	●●●	●	●●●	●

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informational text using evidence from the text as support.												
19.13: Write an account based on personal experience that has a clear focus and sufficient supporting detail.	●	●	●	●	●	●	●	●	●	●	●	●
Standard 20: Consideration of Audience and Purpose - Students will write for different audiences and purposes. (See also Standards 3, 6, and 19.)												
20.2: Use appropriate language for different audiences (<i>other students, parents</i>) and purposes (<i>letter to a friend, thank you note, invitation</i>).	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Standard 21: Revising - Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.												
21.2: Revise writing to improve level of detail after determining what could be added or deleted.	●	●	●	●	●	●	●	●	●	●	●	●
21.3: Improve word choice by using dictionaries.	●	●	●	●	●	●	●	●	●	●	●	●
Standard 22: Standard English Conventions - Students will use knowledge of standard English conventions in their writing, revising, and editing.												
22.3: Write legibly in cursive, leaving space between letters in a word and between words in a sentence.												
22.4: Use knowledge of correct mechanics (<i>end marks, commas for series, capitalization</i>), usage (<i>subject and verb agreement in a simple sentence</i>), and sentence structure (<i>elimination of fragments</i>) when writing and editing.	●	●	●	●	●	●	●	●	●	●	●	●
22.5: Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.	●	●	●	●	●	●	●	●	●	●	●	●
22.6: Spell most commonly used homophones correctly in their writing (<i>there, they're, their; two, too, to</i>).	●	●	●	●	●	●	●	●	●	●	●	●
Standard 23: Organizing Ideas in Writing - Students will organize ideas in writing in a way that makes sense for their purpose.												

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23.3: Organize plot events of a story in an order that leads to a climax.												
23.4: Organize ideas for a brief response to a reading.	●	●	●	●	●	●	●	●	●	●	●	●
23.5: Organize ideas for an account of personal experience in a way that makes sense.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●
Standard 24: Research - Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.												
24.2: Identify and apply steps in conducting and reporting research: <ul style="list-style-type: none"> Define the need for information and formulate open-ended research questions. Initiate a plan for searching for information. <i>The class lists possible sources of information such as books to read, electronic media to read and view, or people to interview.</i> Locate resources. <i>One group of students goes to the library/media center for books about the invention of writing; another group looks up “alphabet” in a primary encyclopedia CD; and a third group interviews speakers of languages other than English and upper-grade students who are studying Latin, Greek, French, Spanish, or German.</i> 	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●

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<ul style="list-style-type: none"> Evaluate the relevance of the information. <i>Having collected information from three sources, students decide which information is most relevant, accurate, and interesting.</i> Interpret, use, and communicate the information. <i>Students in one group sort information from library books into categories; the members of the second group organize information from the CD, and the members of the third group summarize what they have learned from students and speakers of other languages. The students organize and communicate the results of these different forms of research in a single coherent presentation with documented sources.</i> Evaluate the research project as a whole. <i>Students determine how accurately and efficiently they answered the question, “Where did our alphabet really come from?”</i> 												
Standard 25: Evaluating Writing and Presentations - Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.												
25.2: Form and explain personal standards or judgments of quality, display them in the classroom, and present them to family members.	●	●								●		●
Media												

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Standard 26: Analysis of Media - Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies, and provide evidence from the works to support their understanding. <i>(See also Standards 17, 18, 24, 27, and the Theatre Standards of the Arts Curriculum Framework.)</i>												
26.2: Compare stories in print with their filmed adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings.												
Standard 27: Media Production - Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium. <i>(See also Standards 18, 24, 26, and the Theatre Standards of the Arts Curriculum Framework.)</i>												
27.2: Create presentations using computer technology.												

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