

**FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS  
EXTENDED GRADE LEVEL CONTENT EXPECTATIONS  
GRADE 3**

Grade 3 Grade Level Content Expectation (GLCE)	Grade 3 Extended Grade Level Content Expectation (EGLCE)	Level Assessed Classroom/LEA/ISD and/or State
<b>WORD STUDY</b>		
<b>R.WS.03.01</b> Utilize letter and word level clues, semantic, and syntactic cues to recognize words and will be able to recognize frequently encountered words in text even when those words are encountered out of context.	<b>R.WS.03.EG01</b> Use a variety of clues to recognize words, including —pictures —phonics —syntax —context —prediction —other people to recognize frequently encountered words in the environment and in text.	Classroom/LEA/ISD and State
<b>R.WS.03.02</b> Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes).	<b>R.WS.03.EG02</b> Narrow possibilities in predicting words using —initial letters/sounds (phonics) —picture clues (semantic) —patterns of language (syntactic).	Classroom/LEA/ISD
<b>R.WS.03.03</b> Know the meanings of words encountered frequently in grade level reading and oral language contexts.	<b>R.WS.03.EG03</b> Know the meanings of words encountered frequently in grades K-1 reading and oral language contexts.	Classroom/LEA/ISD and State
<b>R.WS.03.04</b> Recognize the 220 Dolch basic sight words and 95 common nouns.	<b>R.WS.03.EG04</b> Recognize words in the environment, such as —exit signs —names on buses —the school and begin to recognize a few of the 220 Dolch basic sight vocabulary automatically.	Classroom/LEA/ISD and State
<b>R.WS.03.05</b> Progress to automatically read by sight the 1000 Dolch first words and other vocabulary commonly encountered in primary grade reading for mastery in grade 5.	<b>R.WS.03.EG05</b> <b>Recognize automatically a few of the 1000 Dolch first words, as well as frequently encountered, personally meaningful words.</b>	Classroom/LEA/ISD and State

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<b>WORD STUDY</b>		
<b>R.WS.03.06</b> Acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., predict and self-correct) —knowledge of language —sound/symbol/structural relationships —context.	<b>R.WS.03.EG06</b> Use strategies to identify unknown words and construct meaning —letter-sound cues —semantic context cues (including pictures) —syntactic cues.	Classroom/LEA/ISD and State
<b>R.WS.03.07</b> Apply the following aspects of fluency- pauses and emphasis, punctuation cues, intonation, and recognition of identified grade level specific words and sight words while reading aloud a familiar grade level text.	<b>R.WS.03.EG07</b> Apply the following aspects of fluency: —automatic naming of letters —automatic association of letters and their sounds —automatic recognition of a few words both when encountered in context and isolation - automatic understanding of concepts of print.	Classroom/LEA/ISD
<b>R.WS.03.08</b> Determine the meaning of words and phrases in context, (e.g., synonyms, homonyms, multiple meaning words) using strategies and resources (e.g., context clues, concept mapping, dictionary).	<b>R.WS.03.EG08</b> <b>Using context clues (including pictures), strategies, and resources, understand the meaning of a few words and familiar and repeated phrases, such as</b> —objects —actions —concepts.	Classroom/LEA/ISD and State

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<b>NARRATIVE TEXT</b>		
<b>R.NT.03.01</b> Explain how characters in literature and other texts express attitudes about one another in familiar classic and contemporary literature recognized for quality and literary merit.	<b>R.NT.03.EG01</b> Become familiar with and respond thoughtfully to quality and culturally diverse literature.	Classroom/LEA/ISD and State
<b>R.NT.03.02</b> Identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction).	<b>R.NT.03.EG02 Identify simple story elements, such as</b> - <b>problem</b> — <b>setting (time and place)</b> - <b>events</b> — <b>characters</b> — <b>sense of story events (beginning, middle, and end)</b> - <b>theme/lesson</b>	Classroom/LEA/ISD and State
<b>R.NT.03.03</b> Identify and describe characters' thoughts and motivations, story level themes (e.g., good vs. evil), main idea, and lesson/moral (e.g., fable) in narrative text.	<b>R.NT.03.EG03</b> Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections.	Classroom/LEA/ISD and State
<b>R.NT.03.04</b> Explain how authors use literary devices (e.g., prediction, personification, point of view) to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits across a variety of text.	<b>R.NT.03.EG04 Understand the roles and purposes of authors and illustrators, and begin to identify how authors/ illustrators use pictures and illustration to support the understanding of settings, characters, and story events.</b>	Classroom/LEA/ISD and State

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<b>INFORMATIONAL TEXT</b>		
R.IT.03.01 Identify and describe a variety of informational genre (e.g., textbooks, encyclopedia, magazines).	R.IT.03.EG01 Identify a variety of informational/functional genre, such as —environmental text —concept books —picture books.	Classroom/LEA/ISD and State
R.IT.03.02 Identify informational text patterns (e.g., problem/solution, sequence, compare/contrast, descriptive).	R.IT.03.EG02 Identify informational text patterns —sequential —descriptive.	Classroom/LEA/ISD and State
R.IT.03.03 Explain how authors use titles, headings and subheadings, time lines, prefaces, indices, and table of contents to enhance understanding of supporting and key ideas.	R.IT.03.EG03 Understand authors' purposes, and begin to identify how authors/illustrators use text features, such as pictures and drawings, to enhance the understanding of key ideas presented in —descriptive (definitions, enumeration) and —sequential (directions, steps, procedures) organizational patterns.	Classroom/LEA/ISD and State
<b>COMPREHENSION</b>		
R.CM.03.01 Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses.	R.CM.03.EG01 Connect personal knowledge and experience to ideas in texts in order to make predictions and draw conclusions.	Classroom/LEA/ISD and State
R.CM.03.02 Retell the story elements of grade level appropriate narrative text and major idea(s) of grade level appropriate informational text with relevant details.	R.CM.03.EG02 Identify and/or retell events, main ideas, and important details from text.	Classroom/LEA/ISD and State
R.CM.03.03 Compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding (e.g., a narrative to an informational text, a literature selection to a subject area text, an historical event to a current event).	R.CM.03.EG03 Make text-to-self and text-to-text connections and comparisons, such as —personal experience to problem or characters in narrative text; —comparison of two narrative texts (e.g., "Cinderella" stories); and —comparison of narrative to informational text.	Classroom/LEA/ISD and State
R.CM.03.04 Apply significant knowledge from what is read in grade level appropriate science and social studies texts.	R.CM.03.EG04 Apply what has been read to them in grade level appropriate science, social studies, and mathematics texts.	Classroom/LEA/ISD and State

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<b>METACOGNITION</b>		
<b>R.MT.03.01</b> Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension, (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing).	<b>R.MT.03.EG01</b> Self-monitor comprehension when reading familiar grade level appropriate text.	Classroom/LEA/ISD
<b>R.MT.03.02</b> Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decode unknown words, use graphic organizers to deepen understanding of problem and solution and organizational pattern.	<b>R.MT.03.EG02</b> Use simple strategies to construct meaning while reading familiar grade level text, such as making credible predictions based on illustrations.	Classroom/LEA/ISD
<b>CRITICAL STANDARDS</b>		
<b>R.CS.03.01</b> Develop, discuss, and apply individual and shared standards, (e.g., student and class created rubrics), and begin to self-assess with teacher guidance the qualities of personal or other written text and the accuracy and quality of text.	<b>R.CS.03.EG01</b> With assistance as needed, begin to recognize how to assess personal work and the work of others	Classroom/LEA/ISD
<b>READING ATTITUDE</b>		
<b>R.AT.03.01</b> Be enthusiastic about reading and learning how to read.	<b>R.AT.03.EG01</b> Become enthusiastic about reading and learning how to read.	Classroom/LEA/ISD
<b>R.AT.03.02</b> Do substantial reading and writing on their own.	<b>R.AT.03.EG02</b> With assistance as needed, choose books, book activities, word play, and writing on their own during free time in school and at home.	Classroom/LEA/ISD

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<b>WRITING GENRES</b>		
<b>W.GN.03.01</b> Write a narrative piece (e.g., fable, folktale, or realistic fiction), using personification, setting, and actions and thoughts that reveal important character traits.	<b>W.GN.03.EG01</b> Write a brief personal narrative using —pictures —words, word-like clusters, and/or sentences as support.	Classroom/LEA/ISD and State
<b>W.GN.03.02</b> Write poetry based on reading a wide variety of grade level appropriate published poetry.	<b>W.GN.03.EG02</b> With assistance as needed, attempt to write poetry based on reading a wide variety of grade level appropriate published poetry	Classroom/LEA/ISD
<b>W.GN.03.03</b> Write a report demonstrating the understanding of central ideas and supporting details using an effective organizational pattern (e.g., problem/solution) with a title, heading, subheading, and a table of contents.	<b>W.GN.03.EG03</b> Write a brief informational piece using —drawings —words, word-like clusters, and/or sentences.	Classroom/LEA/ISD and State
<b>W.GN.03.04</b> Use the writing process to produce and present a research project —beginning with a teacher-selected topic —initiating research questions from content area text —using a variety of resources to gather and organize information.	<b>W.GN.03.EG04</b> With assistance as needed, contribute to a class research project by adding relevant information to a class book including —gathering information from teacher-supplied texts (electronic and/or print) —using the writing process to develop the project.	Classroom/LEA/ISD

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<b>WRITING PROCESS</b>		
<b>W.PR.03.01</b> Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	<b>W.PR.03.EG01</b> With assistance as needed, consider the audience reaction as they plan their writing.	Classroom/LEA/ISD and State
<b>W.PR.03.02</b> Apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/solution; compare/contrast).	<b>W.PR.03.EG02</b> Begin to brainstorm to generate and structure ideas for narrative, informational, and functional text, such as —using a story map for narrative text and —using a web or simple outline for informational and functional text.	Classroom/LEA/ISD
<b>W.PR.03.03</b> Write sentences varying in patterns and length to slow down or speed up reading and create a mood when drafting a story.	<b>W.PR.03.EG03</b> Use semi-phonetic spelling to represent narrative, informational, and functional text when writing, and incorporate pictures and drawings.	Classroom/LEA/ISD and State
<b>W.PR.03.04</b> Use the compare and contrast, cause and effect, or problem/solution organizational pattern in informational writing.	<b>W.PR.03.EG04</b> Use lists and chronological organizational patterns in informational writing.	Classroom/LEA/ISD and State
<b>W.PR.03.05</b> Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve sequence (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).	<b>W.PR.03.E04</b> Revise their own writing by reading it to peers, requesting suggestions and clarifications that support meaning.	Classroom/LEA/ISD
<b>W.PR.03.06</b> Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade level appropriate checklist both individually and in groups.	<b>W.PR.03.EG06</b> Attempt to edit their writing/picture by using grade appropriate resources including —a word wall. —a class-developed checklist.	Classroom/LEA/ISD
<b>PERSONAL STYLE</b>		
<b>W.PS.03.01</b> Exhibit individual style and voice to enhance the written message (e.g., in narrative text: varied word choice and sentence structure, character description; in informational text: examples, transitions, grammar usage).	<b>W.PS.03.EG01</b> Show originality in oral, written, and visual messages including —narrative (natural language, expressed sentiment, original ideas) —informational/functional (listing, naming, describing).	Classroom/LEA/ISD and State

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<b>GRAMMAR AND USAGE</b>		
<b>W.GR.03.01</b> Identify and use subjects and verbs that are in agreement; past, verb tenses; nouns and possessives; commas in a series; and begin use of quotations marks and capitalization in dialogue.	<b>W.GR.03.EG01</b> Begin to use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point.	Classroom/LEA/ISD and State
<b>SPELLING</b>		
<b>W.SP.03.01</b> Spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compound, common homophones) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	<b>W.SP.03.EG01</b> Spell a small number of frequently encountered and personally meaningful words correctly; for other words, rely on —structural cues (beginning and simpler ending sounds) —environmental sources (word wall, word lists).	Classroom/LEA/ISD and State
<b>HANDWRITING</b>		
<b>W.HW.03.01</b> Write the cursive alphabet.	<b>W.HW.03.EG01</b> Write upper and lower case manuscript letters legibly.	Classroom/LEA/ISD
<b>WRITING ATTITUDE</b>		
<b>W.AT.03.01</b> Be enthusiastic about writing and learning to write.	<b>W.AT.03.EG01</b> Be enthusiastic about writing and learning how to write.	Classroom/LEA/ISD

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<b>SPEAKING CONVENTIONS</b>		
<b>S.CN.03.01</b> Express time relationships using correct verb tenses.	<b>S.CN.03.EG01</b> Begin to use grammatical structures, including —singular and plural nouns —contractions —singular possessive pronouns (my/mine, his/hers, etc.), —conjunctions —inflected endings (-s, -es, -ing, etc.).	Classroom/LEA/ISD
<b>S.CN.03.02</b> Adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., information, requests, discussion, presentations, playground, classroom interactions).	<b>S.CN.03.EG02</b> Explore language to communicate with a variety of audiences and for different purposes, such as to —questions and answers —courtesies.	Classroom/LEA/ISD
<b>S.CN.03.03</b> Emphasize key words and vary pace for effect when presenting spoken informational and narrative text.	<b>S.CN.03.EG03</b> In spoken informational and narrative presentations begin to —speak clearly and audibly —use sound effects.	Classroom/LEA/ISD
<b>S.CN.03.04</b> Make presentations or reports in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English).	<b>S.CN.03.EG04</b> Make presentations (e.g., <i>Show and Tell</i> ) in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English).	Classroom/LEA/ISD
<b>S.CN.03.05</b> Become aware of and appreciate that language differs from neighborhood to neighborhood of the local community and as a function of linguistic and cultural group membership (they can provide examples of language differences in the region).	<b>S.CN.03.EG05</b> Become aware that language differs from playground and classroom as a function of linguistic and cultural group membership (they can provide examples of language differences on the playground and in the classroom).	Classroom/LEA/ISD

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<b>SPOKEN DISCOURSE</b>		
<b>S.DS.03.01</b> Engage in interactive extended discourse to socially construct meaning (e.g., book clubs, or literature circles, partnerships, or other conversation protocols).	<b>S.DS.03.EG01</b> Engage in conversation while remaining focused on subject matter.	Classroom/LEA/ISD
<b>S.DS.03.02</b> <b>Discuss</b> narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., character’s thoughts and motivation, setting, plot, story level theme), and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.	<b>S.DS.03.EG02</b> Briefly tell/retell about —familiar experiences (including at least characters, setting, and events) —interests (including at least topic and key details).	Classroom/LEA/ISD and State
<b>S.DS.03.03</b> Respond to multiple text types by reflecting, making connections, taking a position, and sharing understandings.	<b>S.DS.03.EG03</b> Respond to multiple text types by reflecting, making meaning, and making connections.	Classroom/LEA/ISD and State
<b>S.DS.03.04</b> Plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause and effect), supportive facts, and details reflecting a variety of resources, and varying the pace for effect.	<b>S.DS.03.EG04</b> With assistance as needed, plan and deliver presentations —providing several facts and details to make a point —using props	Classroom/LEA/ISD

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<b>LISTENING AND VIEWING CONVENTIONS</b>		
<b>LCN.03.01</b> Respond to questions asked of them, providing an appropriate level of detail.	<b>LCN.03.EG01</b> Understand and follow one- and two-step directions, and begin to ask appropriate questions during a presentation or report.	Classroom/LEA/ISD and State
<b>LCN.03.02</b> Listen and interact appropriately and view knowledgeably.	<b>LCN.03.EG02</b> Listen to each other and interact and respond appropriately —through eye contact —and being attentive and supportive.	Classroom/LEA/ISD
<b>LCN.03.03 Distinguish</b> between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.	<b>LCN.03.EG03</b> Use effective listening and viewing behaviors in large and small group settings.	Classroom/LEA/ISD
<b>LCN.03.04</b> Be aware that the media has a role in focusing attention on events and in shaping opinions, and recognize the variables (e.g., mistakes, misspeaks) in the media.	<b>LCN.03.EG04</b> Begin to differentiate between sender and receiver, such as recognizing that the viewer/listener receives messages, but can also send them.	Classroom/LEA/ISD

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<b>RESPONSE</b>		
<b>LRP.03.01</b> Listen to or view and discuss a variety of genres and compare their responses to those of their peers.	<b>LRP.03.EG01</b> Listen to or view and discuss a variety of genres.	Classroom/LEA/ISD and State
<b>LRP.03.02</b> Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	<b>LRP.03.EG02</b> Listen to, view, and respond to both classic and contemporary texts recognized for quality and literary merit.	Classroom/LEA/ISD and State
<b>LRP.03.03</b> Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to reflect, make connections, take a position, and share understandings.	<b>LRP.03.EG03</b> Respond to multiple texts listened to or viewed by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections.	Classroom/LEA/ISD and State
<b>LRP.03.04</b> <b>Combine</b> skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).	<b>LRP.03.EG04</b> Begin to combine skills to reveal strengthening literacy.	Classroom/LEA/ISD and State
<b>LRP.03.05</b> Retell what a speaker said, paraphrasing and explaining the gist or main idea, then extend by connecting and relating personal experiences.	<b>LRP.03.EG05</b> Begin to retell what a speaker said by repeating the main idea and connecting with personal experiences.	Classroom/LEA/ISD and State