

Arizona's English Language Arts Standards Cross Walked *with the ASL Standards*

3rd Grade

Arizona’s English Language Arts Standards – 3 rd Grade	
Reading Standards for Literature <i>Viewing Standards for Literature (3-5)</i>	
Key Ideas and Details	
3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <i>Same</i>
3.RL.2	Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text. <i>Same</i>
3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. <i>Same</i>
Craft and Structure	
3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <i>Determine the meaning of fingerspelled words, signs, and phrases as they are used in a text, distinguishing literal from nonliteral language.</i>
3.RL.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. <i>Refer to parts of stories, dramas, and poems when signing about a text, using terms such as first part, beginning, chapter, scene, and stanza; describe how each successive part builds on earlier sections</i>
3.RL.6	Distinguish one’s own point of view from that of the narrator or those of the characters. <i>Same</i>
Integration of Knowledge and Ideas	
3.RL.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). <i>Explain how specific aspects of a text’s illustrations or visual backgrounds contribute to what is conveyed by the signs in a story (e.g., create mood, emphasize aspects of a character or setting).</i>
3.RL.8	(Not applicable to literature) <i>Same</i>
3.RL.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). <i>Compare and contrast the themes, settings, and plots of stories created by the same author about the same or similar characters (e.g., in videos from a series).</i>
Range of Reading and Level of Text Complexity <i>Range of Viewing and Level of Text Complexity</i>	

3.RL.10	<p>By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.</p> <p><i>By the end of the year, view and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</i></p>
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Arizona’s English Language Arts Standards – 3 rd Grade	
Reading Standards for Informational Text <i>Viewing Standards for Informational Text</i>	
Key Ideas and Details	
3.RI.1	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><i>Same</i></p>
3.RI.2	<p>Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.</p> <p><i>Determine the main idea of a text; recount the key details and explain how they support the main idea.</i></p>
3.RI.3	<p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><i>Same</i></p>
Craft and Structure	
3.RI.4	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><i>Same</i></p>
3.RI.5	<p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><i>Same</i></p>
3.RI.6	<p>Distinguish one's own point of view from that of the author of a text.</p> <p><i>Same</i></p>
Integration of Knowledge and Ideas	
3.RI.7	<p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><i>Use information gained from illustrations (e.g., maps, photographs) and the signs in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</i></p>
3.RI.8	<p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><i>Same</i></p>
3.RI.9	<p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><i>Same</i></p>

Range of Reading and Level of Text Complexity <i>Range of Viewing and Level of Text Complexity</i>	
3.RI.10	<p>By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.</p> <p><i>By the end of the year, view and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</i></p>

Arizona’s English Language Arts Standards – 3 rd Grade	
Reading Standards: Foundational Skills	
Phonics and Word Recognition <i>Morphological Awareness</i>	
3.RF.3	<p>Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.</p> <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Apply knowledge of the six syllable types to read grade-level words accurately. Read grade-level appropriate irregularly spelled words. <p><i>Know and apply grade-level sign analysis skills in decoding signs.</i></p> <p><i>a. Use combined knowledge of all parameters and morphology (e.g., roots, affixes, and depictions) to accurately decode unfamiliar signs and phrases in context and out of context.</i></p>
Fluency	
3.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p><i>View and sign on-level texts with sufficient accuracy and fluency to support comprehension.</i></p> <ol style="list-style-type: none"> <i>View on-level text with purpose and understanding.</i> <i>View and recite on-level text prose and poetry with accuracy, appropriate rate, and expression on successive viewings for both published and live texts.</i> <i>Use context to confirm or self-correct sign recognition and understanding, re-viewing as necessary.</i>

Arizona’s English Language Arts Standards – 3 rd Grade	
Writing Standards <i>Standards for Published Signing</i>	
Text Types and Purposes	
3.W.1	<p>Write opinion pieces on topics or texts, using reasons to support one's point of view.</p> <ol style="list-style-type: none"> Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section. <p><i>Sign opinion pieces on topics or texts, supporting a point of view with reasons.</i></p> <ol style="list-style-type: none"> <i>Introduce the topic or text they are signing about, state an opinion, and create an organizational structure that lists reasons.</i> <i>Provide reasons that support the opinion.</i> <i>Use linking signs and phrases (e.g., CL: 3-LIST, FOR-FOR-Q, spatial referents) to connect opinion and reasons.</i> <i>Provide a concluding statement or section</i>
3.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section. <p><i>Sign informative/explanatory texts to examine a topic and convey ideas and information clearly.</i></p> <ol style="list-style-type: none"> <i>Introduce a topic and group-related information together; include illustrations and other images when useful to aiding comprehension.</i> <i>Develop the topic with facts, definitions, and details.</i> <i>Use linking signs (e.g., SAME, SECOND, UNDERSTAND++) to connect ideas within categories of information.</i> <i>Provide a concluding statement or section.</i>
3.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure.

	<p><i>Sign narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i></p> <ul style="list-style-type: none"> <i>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally</i> <i>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</i> <i>c. Use temporal signs, inflections, and phrases to signal event order.</i> <i>d. Provide a sense of closure.</i>
Production and Distribution of Writing <i>Production and Distribution of Published Signing</i>	
3.W.4	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><i>With guidance and support from adults, produce clear and coherent signing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for signing types are defined in standards 1-3 above.)</i></p>
3.W.5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p><i>With guidance and support from peers and adults, develop and strengthen signing as needed by planning, revising, and editing. (Editing for structure should demonstrate command of Language standards 1-3 up to and including grade 3.)</i></p>
3.W.6	<p>With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><i>With guidance and support from adults, use technology to produce and publish signing (using editing skills) as well as to interact and collaborate with others.</i></p>
Research to Build and Present Knowledge	
3.W.7	<p>Conduct short research projects that build knowledge about a topic.</p> <p><i>Same.</i></p>
3.W.8	<p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><i>Same.</i></p>
3.W.9	(Begins in grade 4)
Range of Writing <i>Range of Signing</i>	
3.W.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><i>Sign routinely over extended time frames (e.g., time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p>

Arizona’s English Language Arts Standards – 3rd Grade

Writing Standards: Foundational Skills

Sound-letter basics and Handwriting

3.WF.1	Demonstrate and apply handwriting skills. a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.
3.WF.2	Standard ends at grade 2.

Spelling

3.WF.3	Know and apply spelling conventions and patterns. a. Spell single-syllable words with less common and complex graphemes (e.g., <i>ough, augh, old, -ind, -ost, -ild</i> families). b. Identify language of origin for words, as noted in dictionaries. c. Spell singular and plural possessives (e.g., <i>teacher's, teachers'</i>). d. Spell regular two-and three-syllable words that: 1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le. 2. Include common, transparent prefixes and suffixes (e.g., <i>re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion</i>). e. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under <i>Word Lists</i> in the ELA Glossary), including: 1. Irregular words. 2. Pattern-based words.
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Arizona’s English Language Arts Standards – 3 rd Grade	
Speaking and Listening Standards <i>Discourse and Presentation Standards</i>	
Comprehension and Collaboration	
3.SL.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding based on the discussion.</p> <p><i>Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</i></p> <p><i>a. Come to discussions prepared, having viewed or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i></p> <p><i>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, signing one at a time about the topics and texts under discussion).</i></p> <p><i>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</i></p> <p><i>d. Explain their own ideas and understanding in light of the discussion.</i></p>
3.SL.2	<p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><i>Determine the main ideas and supporting details of a storytelling or storysigning or information signed or through diverse media and formats, including quantitatively and visually.</i></p>
3.SL.3	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><i>Ask and answer questions about information from a signer, offering appropriate elaboration and detail.</i></p>
Presentation of Knowledge and Ideas	
3.SL.4	<p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><i>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, signing clearly at an understandable pace.</i></p>

3.SL.5	<p>Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p><i>Create engaging stories or poems that demonstrate fluid signing at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</i></p>
3.SL.6	<p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p> <p><i>Sign in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3).</i></p>

Arizona's English Language Arts Standards – 3 rd Grade	
Language Standards	
Conventions of Standard English <i>Structure of American Sign Language</i>	
3.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure. <p><i>Demonstrate command of the structure of standard ASL grammar and usage when signing (live and published).</i></p> <ol style="list-style-type: none"> <i>Utilize full breadth of signing frame space.</i> <i>Use frequently occurring descriptive classifiers and other adjectives (e.g., BPCL, LCL, MCL).</i> <i>Use frequently occurring conjunctions (e.g., PLUS, OTHER, FOR-FOR).</i> <i>Use frequently occurring prepositions through depictions, eye gaze, and locative signs (e.g., VEHICLE-cl NEXT-TO HOUSE, HURT-ON-TUMMY).</i> <i>Create compound sentences with indicating verbs to demonstrate sequences of events (e.g., THEY-GAVE-US-IGIVE- HER).</i> <i>Produce compound sentences using negations or as conditionals.</i> <i>Can produce, evaluate, and ensure subject-verb- object agreement.</i>

3.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. <p><i>N/A</i></p>
Knowledge of Language	
3.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases for effect. Recognize and observe differences between the conventions of spoken and written Standard English. <p><i>Use knowledge of language and its structure when signing and viewing (live and published).</i></p> <ol style="list-style-type: none"> <i>Choose fingerspelling, signs, and phrases for effect.</i> <i>Recognize and observe differences between the structure of live and published American Sign Language</i>
Vocabulary Acquisition and Use	
3.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use sentence-level context as a clue to the meaning of a word or phrases. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p><i>Determine or clarify the meaning of unknown and multiple meaning sign, fingerspelled words, and phrases based on grade 3 signing and content, choosing flexibly from a range of strategies.</i></p> <ol style="list-style-type: none"> <i>Use sentence-level context to identify the meaning of unknown, signs, fingerspelled words, and phrases.</i> <i>Determine the meaning of the new sign formed when a known non-manual affix is added to a known sign (e.g., AGREE nms NOT).</i> <i>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key signs and phrases.</i>
3.L.5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Identify real-life connections between words and their uses (e.g., describe people who are friendly or helpful). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).

	<p><i>Demonstrate understanding of sign relationships and nuances in sign meanings.</i></p> <p><i>a. Distinguish literal and nonliteral meanings of signs and phrases in context (e.g., READ-MIND, STUCK).</i></p> <p><i>b. Identify real-life connections between signs and their use (e.g., describe people who are WOW-FRIENDLY, HELP-HELP).</i></p> <p><i>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., KNEW, BELIEVE, SUSPECT, HS: 1 THINK, two hands HS: 1 THINK).</i></p>
3.L.6	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).</p> <p><i>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific signs and phrases, including those that signal spatial and temporal relationships (e.g., JUST-NOW CAR ALMOST HIT BIKE, LUCKY CL: 3 BIKESTOP-QUICK).</i></p>

<i>ASL Standards</i>	
<i>Fingerspelling and Fingerreading Standards</i>	
<i>Key Ideas</i>	
	<p><i>Demonstrate understanding of ways fingerspelled signs are formed and their uses.</i></p> <p><i>a. Apply understanding of partition and movement of fingerreading units through recognition of patterns and movement (e.g., #MEAN all in neutral movement while #HAPPY requires both neutral and lower movement as well; smooth as double-letters “PP”).</i></p>
<i>Initialized and Lexicalized Forms</i>	
	<p><i>Demonstrate understanding of initialized and lexicalized forms of fingerspelled words.</i></p> <p><i>a. Can fingerspell words as lexical signs (e.g., #WHAT, #BACK #OK, #MOOD).</i></p> <p><i>b. Use fingerspelling for abbreviations (e.g., #REF, #VP, #E-MAIL, #APT).</i></p>
<i>Vocabulary Acquisition and Use</i>	
	<p><i>Know and apply grade-level parameters and sign analysis skills in decoding signs both in isolation and in context.</i></p> <p><i>a. Fingerspell longer words and phrases following correct contour as new ASL and English lexicon expands.</i></p>