

PA Core Instructional Shifts in ELA/Literacy

1. Balancing informational and literary text
2. Knowledge in the disciplines
3. Staircase of complexity
4. Text based answers
5. Writing from sources
6. Academic vocabulary

Diagnostic Category Skills List

Key Ideas and Details—Literature Text

- Refer to text to support inferences.
- Determine theme.
- Summarize text.
- Describe a character, setting, or event in a text.



Additional Materials and Resources can be found at:

<http://www.pdesas.org/>

or

<https://pa.drctdirect.com/>

CLASSROOM DIAGNOSTIC TOOLS

ELA: Reading Grade 3 Grade Level Summary and Diagnostic Category Skills List

The English Language Arts summary for grade 3 describes the performance in English Language Arts that students in grade 3 are expected to demonstrate. The PA Core Instructional Shifts in ELA/Literacy represent the most significant shifts for student learning and thinking about assessment found in the PA Core Standards. The Diagnostic Category Skills List provides descriptions of skills that students can be expected to demonstrate within each Diagnostic Category while taking the Classroom Diagnostic Tools for Reading. While this list does not include every possible skill that students may encounter within the CDT, it does provide a representative sample for each diagnostic category.



SAS Standards
Aligned
System

ELA Grade 3 Summary

In third grade, students select and combine skills to read fluently with meaning and purpose. They apply comprehension and vocabulary strategies to informational text and a wider variety of literary genres including poetry. Students demonstrate comprehension by participating in discussions, writing responses, and using key details and evidence from text to support their thinking. They explore author's point of view and also begin to infer meaning from texts. They read for pleasure and choose books based on personal preference, topic, or author.

Students are writing longer texts, including narrative, informational, and opinion compositions. They embed their ideas in time and place and develop characters through detail and dialogue. Students organize around a central idea and elaborate using complete sentences. Their writing is often divided into sections through paragraphing or book parts (e.g., table of contents, chapters) and follows logical sequencing. Information gathering as part of the planning process is common, and students are becoming more selective about vocabulary, especially when writing informational texts. They conduct short research using a variety of print and digital sources. They listen to other's writing, offer feedback, and begin to consider suggestions from others about their own writing.

(Adapted from Washington State's Essential Academic Learning Requirements)

Key Ideas and Details—Informational Text

- Refer to text to support inferences.
- Determine main idea and its support.
- Summarize text.
- Explain events, procedures, ideas, steps, or concepts.

Craft and Structure, and Integration of Knowledge and Ideas—Literature Text

- Explain point of view.
- Compare themes, settings, and plots.

Craft and Structure, and Integration of Knowledge and Ideas—Informational Text

- Explain point of view.
- Use text features to locate information.
- Describe connections to support points.
- Compare points and details in texts.
- Use information gained from text to show understanding.

Vocabulary Acquisition and Use

- Determine meaning of words or phrases.
- Distinguish literal and nonliteral meanings.