

# COMMON CORE STATE STANDARDS FOR

English Language Arts  
&  
Literacy in  
History/Social Studies,  
Science, and Technical Subjects

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Grade 3



# Introduction to the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

## Grade-level version

### Preparing Oregon's Students

When Oregon adopted the Common Core in October 2010, our state joined other states in the pursuit of a common, standards-based education for our students, kindergarten through high school. Common standards can increase the likelihood that all students, no matter where they live, are prepared for success in college and the work place.

Because skillful reading, writing, language use, and speaking and listening are similar across the states, common standards make sense. They make possible common assessments, common achievement goals for grade level groups, and efficiencies of scale for instructional and professional development materials.

Instruction in the *Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*—"the Standards"—will prepare Oregon students and students in other CCSS states to be proficient in the four strands of the English language arts (ELA) skills—*Reading, Writing, Language, and Speaking and Listening*.

### Utilizing Content Area Expertise

Because students need grade-level literacy skills to access full content in school, the emphasis in the Common Core is to *learn to read and write* in ELA and *to develop those skills*, specific to the content, in all other classes. The name of the standards reflects this expectation. The Standards for grade 6 and above are predicated on all teachers using their content area expertise to help students meet the particular challenges of reading and writing in their respective fields. For grades K-5, the ELA and subject-area literacy standards are integrated; for grades 6-11/12, they are separate but parallel.

### Incorporating a Unique Design

The College and Career Readiness (CCR) Anchor Standards, the "backbone" of the Standards, describe the literacy skills which *all students need when they graduate*. The grade-specific standards describe the literacy skills, corresponding to the CCR Anchor Standards by number, which *all students need when they finish each grade*.

Keeping the college and career focus at the forefront of Kindergarten through grade 11/12 implementation is critical; that is why the CCRs are placed *before* the grade-specific standards in the CCSS. It is this unique design that supports the preparation of all students to be successful in school, from the beginning of school, and proficient in the Essential Skills of Reading, Writing, and Speaking and Listening required for an Oregon Diploma.

### Using an Integrated Model of Literacy

- The Standards are *cross-referenced across all four strands*—Reading, Writing, Language, and Speaking and Listening—so they can be clustered for instruction.
- *Language Standards apply to the other three strands*—Reading, Writing, and Speaking and Listening.

## Focusing on Key Features

- Reading: *Text complexity and the growth of comprehension\**
- Writing: *Text types, responding to reading, and research\**
- Speaking and Listening: *Flexible communication and collaboration\**
- Language: *Conventions, effective use, and vocabulary\**
- Appendices\*\*
  - *Appendix A: Supplementary material on the four strands; glossary of key terms included*
  - *Appendix B: Text exemplars and sample performance tasks illustrating the complexity, quality, and range of reading appropriate for various grade levels*
  - *Appendix C: Annotated examples of student writing demonstrating at least adequate performance at various levels*

## Reading this Document

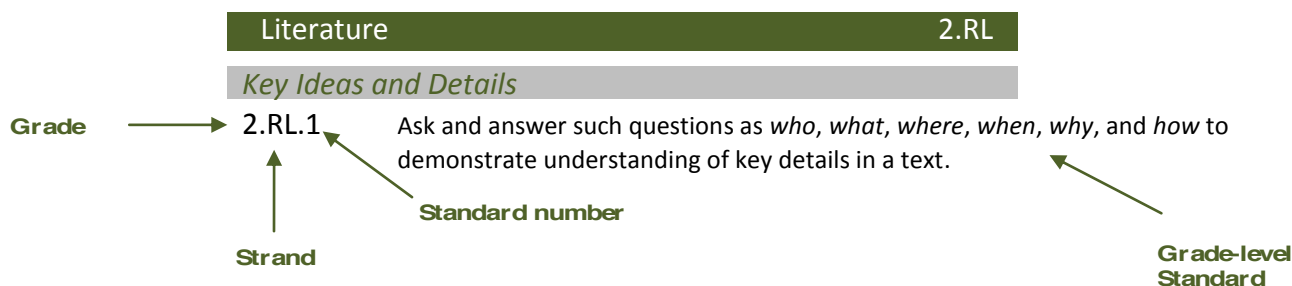
Only in the grade-level versions for K-5 do the Reading Foundational Skills Standards, which have no CCR Anchor Standards, precede the CCR Anchor Standards for Reading.

Because the CCR Anchor Standards are the backbone of the Standards, with the exception of the Foundational Reading Skills Standards as noted above, the CCRs for each strand are featured on a separate page *before* the grade-specific standards for that strand; this placement underscores the importance of the CCR connection to every standard. Reading down the columns, the order is as follows:

- Foundational Reading Skills Standards
- |   |   |
|---|---|
| <b>Reading CCRs</b> <ul style="list-style-type: none"><li>• Literature Standards</li><li>• Informational Text Standards</li></ul> | <b>Language CCRs</b> <ul style="list-style-type: none"><li>• Language Standards</li></ul>                             |
| <b>Writing CCRs</b> <ul style="list-style-type: none"><li>• Writing Standards</li></ul>   | <b>Speaking and Listening CCRs</b> <ul style="list-style-type: none"><li>• Speaking and Listening Standards</li></ul> |

*Notation for grade-specific standards:*

Individual grade-specific standards are identified by grade, strand, and number (or number and letter, where applicable); for example, **2.RL.1**, means *grade 2, Reading Literature, standard 1*.



\*See [Appendix A](#) (from ODE homepage search *ccss* or add *go/commoncore* to address; then link to ELA).

\*\*See [Appendices A, B, and C](#) (from ODE homepage search *ccss* or add *go/commoncore* to address; then link to ELA).

## Reading Standards: Foundational Skills

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

### Foundational Skills

3.RF

#### *Print Concepts*

3.RF.1 *(There is not a grade 3 standard for this concept. Please see preceding grades for more information.)*

#### *Phonological Awareness*

3.RF.2 *(There is not a grade 3 standard for this concept. Please see preceding grades for more information.)*

#### *Phonics and Word Recognition*

- 3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
  - b. Decode words with common Latin suffixes.
  - c. Decode multisyllable words.
  - d. Read grade-appropriate irregularly spelled words.

#### *Fluency*

- 3.RF.4 Read with sufficient accuracy and fluency to support comprehension.
- a. Read grade-level text with purpose and understanding.
  - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## College and Career Readiness Anchor Standards for Reading

The K-5 standards define what students should understand and be able to do by the end of each grade. Each grade-specific standard corresponds to the same College and Career Readiness (CCR) Anchor Standard below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

### **Note on range and content of student reading**

*To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.*

\*Please see “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

## Reading Standards: Literature

The following standards offer a focus for instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### Literature

3.RL

#### *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.
- 3.RL.2 Recount 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 the text.
- 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.

#### *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.
- 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.
- 3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.

#### *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).
- 3.RL.8 (Not applicable to literature)
- 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).

#### *Range of Reading and Level of Text Complexity*

- 3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

## Reading Standards: Informational Text

### Informational Text

3.RI

#### *Key Ideas and Details*

- 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.RI.3 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.

#### *Craft and Structure*

- 3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- 3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 3.RI.6 Distinguish their own point of view from that of the author of a text.

#### *Integration of Knowledge and Ideas*

- 3.RI.7 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).
- 3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- 3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

#### *Range of Reading and Level of Text Complexity*

- 3.RI.10 By the end of the year, read 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.



## College and Career Readiness Anchor Standards for Writing

The K-5 standards define what students should understand and be able to do by the end of each grade. Each grade-specific standard corresponds to the same College and Career Readiness (CCR) Anchor Standard below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### ***Text Types and Purposes\****

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### ***Production and Distribution of Writing***

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### ***Research to Build and Present Knowledge***

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### ***Range of Writing***

10. 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 tasks, purposes, and audiences.

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

### **Note on range and content of student writing**

*To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.*

## Writing Standards

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

### Writing

3.W

#### Text Types and Purposes

- 3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Introduce the topic or text they are writing about, 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.
- 3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.
- 3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 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.

#### Production and Distribution of Writing

- 3.W.4 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.)
- 3.W.5 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.)
- 3.W.6 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.

*Research to Build and Present Knowledge*

- 3.W.7 Conduct short research projects that build knowledge about a topic.
- 3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.W.9 (Begins in grade 4)

*Range of Writing*

- 3.W.10 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.

## College and Career Readiness Anchor Standards for Language

The K-5 standards define what students should understand and be able to do by the end of each grade. Each grade-specific standard corresponds to the same College and Career Readiness (CCR) Anchor Standard below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### ***Conventions of Standard English***

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### ***Knowledge of Language***

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### ***Vocabulary Acquisition and Use***

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Note on range and content of student language use**

*To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.*

## Language Standards

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).*

### Language

3.L

#### *Conventions of Standard English*

- 3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - b. Form and use regular and irregular plural nouns.
  - c. Use abstract nouns (e.g., *childhood*).
  - d. Form and use regular and irregular verbs.
  - e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
  - f. Ensure subject-verb and pronoun-antecedent agreement.\*
  - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - h. Use coordinating and subordinating conjunctions.
  - i. Produce simple, compound, and complex sentences
- 3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize appropriate words in titles.
  - b. Use commas in addresses.
  - c. Use commas and quotation marks in dialogue.
  - d. Form and use possessives.
  - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
  - f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
  - g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

*Knowledge of Language*

- 3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening
- Choose words and phrases for effect.\*
  - Recognize and observe differences between the conventions of spoken and written standard English.

*Vocabulary Acquisition and Use*

- 3.L.4 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.
- Use sentence-level context as a clue to the meaning of a word or phrase.
  - 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 glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
  - Identify real-life connections between words and their use (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, wondered*).
- 3.L.6 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*).

## College and Career Readiness Anchor Standards for Speaking and Listening

The K-5 standards define what students should understand and be able to do by the end of each grade. Each grade-specific standard corresponds to the same College and Career Readiness (CCR) Anchor Standard below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Note on range and content of student speaking and listening**

*To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.*

*New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.*

## Speaking and Listening Standards

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### Speaking and Listening

3.SL

#### *Comprehension and Collaboration*

- 3.SL.1 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.
- 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.
  - 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).
  - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - Explain their own ideas and understanding in light of the discussion
- 3.SL.2 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.
- 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

#### *Presentation of Knowledge and Ideas*

- 3.SL.4 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.
- 3.SL.5 Create engaging 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.
- 3.SL.6 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.)