

Grade 3

Adopted 2016

Reading Standards for Literature

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3.RL.1**
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. **3.RL.2**
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **3.RL.3**

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. **3.RL.4**
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.5**
6. Distinguish one's own point of view from that of the narrator or those of the characters. **3.RL.6**

Integration of Knowledge and Ideas

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.7**
8. (Not applicable to literature) **3.RL.8**
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). **3.RL.9**

Range of Reading and Level of Text Complexity

10. 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. **3.RL.10**
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Reading Standards for Informational Text

Key Ideas and Details

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

Craft and Structure

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.4**
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **3.RI.5**
6. Distinguish one's own point of view from that of the author of a text. **3.RI.6**

Integration of Knowledge and Ideas

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.7**
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.8**
9. Compare and contrast the most important points and key details presented in two texts on the same topic. **3.RI.9**

Range of Reading and Level of Text Complexity

10. 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. **3.RI.10**

Reading Standards: Foundational Skills

Phonics and Word Recognition

3. Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. **3.RF.3**
 - a. Identify and know the meaning of the most common prefixes and derivational suffixes. **3.RF.3.A**
 - b. Decode words with common Latin suffixes. **3.RF.3.B**
 - c. Apply knowledge of the six syllable types to read grade-level words accurately. **3.RF.3.C**
 - d. Read grade-level appropriate irregularly spelled words. **3.RF.3.D**

Fluency

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

Text Types and Purposes

1. Write opinion pieces on topics or texts, using reasons to support one's point of view. **3.W.1**
 - a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons. **3.W.1.A**
 - b. Provide reasons that support the opinion. **3.W.1.B**
 - c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. **3.W.1.C**
 - d. Provide a concluding statement or section. **3.W.1.D**
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **3.W.2**
 - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **3.W.2.A**
 - b. Develop the topic with facts, definitions, and details. **3.W.2.B**
 - c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. **3.W.2.C**
 - d. Provide a concluding statement or section. **3.W.2.D**
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **3.W.3**
 - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **3.W.3.A**
 - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **3.W.3.B**
 - c. Use temporal words and phrases to signal event order. **3.W.3.C**
 - d. Provide a sense of closure. **3.W.3.D**

Production and Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **3.W.4**
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **3.W.5**
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. **3.W.6**

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge about a topic. **3.W.7**
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.8**
9. (Begins in grade 4) **3.W.9**

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 discipline-specific tasks, purposes, and audiences. **3.W.10**

Writing Standards: Foundational Skills

Sound-letter basics and Handwriting

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

Spelling

3. Know and apply spelling conventions and patterns. **3.WF.3**
 - a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families). **3.WF.3.A**
 - b. Identify language of origin for words, as noted in dictionaries. **3.WF.3.B**
 - c. Spell singular and plural possessives (e.g., teacher's, teachers'). **3.WF.3.C**
 - d. Spell regular two-and three-syllable words that: **3.WF.3.D**
 1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le. **3.WF.3.D.1**
 2. Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion). **3.WF.3.D.2**
 - e. Spell grade-level appropriate words in English, as found in a research-based list, including: **3.WF.3.E**
 1. Irregular words. **3.WF.3.E.1**
 2. Pattern-based words. **3.WF.3.E.2**

Speaking and Listening Standards

Comprehension and Collaboration

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. **3.SL.1**
 - 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. **3.SL.1.A**
 - 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). **3.SL.1.B**
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. **3.SL.1.C**
 - d. Explain their own ideas and understanding based on the discussion. **3.SL.1.D**
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.2**
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **3.SL.3**

Presentation of Knowledge and Ideas

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.4**
 5. 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. **3.SL.5**
 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **3.SL.6**
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Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. **3.L.1**
 - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **3.L.1.A**
 - b. Form and use regular and irregular plural nouns. **3.L.1.B**
 - c. Use abstract nouns (e.g., childhood). **3.L.1.C**
 - d. Form and use regular and irregular verbs. **3.L.1.D**
 - e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). **3.L.1.E**
 - f. Ensure subject-verb and pronoun-antecedent agreement. **3.L.1.F**
 - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. **3.L.1.G**
 - h. Use coordinating and subordinating conjunctions. **3.L.1.H**
 - i. Produce simple, compound, and complex sentences. **3.L.1.I**
 - j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure. **3.L.1.J**
 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. **3.L.2**
 - a. Capitalize appropriate words in titles. **3.L.2.A**
 - b. Use commas in addresses. **3.L.2.B**
 - c. Use commas and quotation marks in dialogue. **3.L.2.C**
 - d. Form and use possessives. **3.L.2.D**
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Knowledge of Language

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

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. **3.L.4**
 - a. 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). **3.L.4.A**
 - b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). **3.L.4.B**
 - c. Use sentence-level context as a clue to the meaning of a word or phrases. **3.L.4.C**
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **3.L.4.D**
5. Demonstrate understanding of word relationships and nuances in word meanings. **3.L.5**
 - a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). **3.L.5.A**
 - b. Identify real-life connections between words and their uses (e.g., describe people who are friendly or helpful). **3.L.5.B**
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered). **3.L.5.C**
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). **3.L.6**