

Grade 3

Adopted 2023

Foundational Reading

Phonics Decoding (Word Reading)

- PD.** Decode one-syllable words with vowel teams (e.g., vein, eight, fruit, youth, prey). **3.FR.1.PD**
- PD.** Decode multisyllable base words with grade-level letter-sound correspondences (e.g., neighbor, suitcase, fascinate, suggest). **3.FR.2.PD**
- PD.** Decode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes. **3.FR.3.PD**

Phonics Encoding (Word Writing)

- PE.** Encode two-syllable words with double letter endings (e.g., repel vs. confess). **3.FR.4.PE**
- PE.** Encode final /j/ and /ch/ (e.g., badge, cage, merge, gouge; clutch, couch, starch, pinch, screech). **3.FR.5.PE**
- PE.** Encode two-syllable words with medial long vowel teams (e.g., complain, canteen). **3.FR.6.PE**
- PE.** Encode two-syllable words with vowel-r patterns (e.g., forget, doctor, cartoon, mustard). **3.FR.7.PE**
- PE.** Encode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes. **3.FR.8.PE**

Handwriting

- H.** Write legibly in cursive, using correctly formed letters with appropriate slant, spacing, and line awareness. **3.FR.9.H**
- H.** Produce cursive writing with accuracy and automaticity. **3.FR.10.H**

Fluency

- F.** Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary. **3.FR.11.F**
-

Reading Comprehension

Reading Fundamentals

- RF.** Ask questions about key details in a text. [3.RC.1.RF](#)
 - RF.** Answer questions about key details in a text. [3.RC.2.RF](#)
 - RF.** Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central message or topic. [3.RC.3.RF](#)
 - RF.** Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing. [3.RC.4.RF](#)
 - RF.** Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text. [3.RC.5.RF](#)
 - RF.** Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing. [3.RC.6.RF](#)
-

Reading Literature

- RL.** Describe how characters respond to major events and challenges. [3.RC.7.RL](#)
 - RL.** Describe the main story elements (plot), including characters, setting, events, problem, and solution. [3.RC.8.RL](#)
 - RL.** Compare and contrast stories from the same author with the same or similar characters. [3.RC.9.RL](#)
 - RL.** Explain how information gained from visual images in a text contributes to understanding the text. [3.RC.10.RL](#)
 - RL.** Distinguish the reader's perspective from that of the author, narrator, or character(s). [3.RC.11.RL](#)
 - RL.** Describe the major differences in the structural elements of poems, dramas, and stories. [3.RC.12.RL](#)
-

Reading Information

- RI.** Explain how an author uses reasons and evidence to support specific points in a text. [3.RC.13.RI](#)
- RI.** Compare and contrast two texts on the same topic, identifying key details from each text. [3.RC.14.RI](#)
- RI.** Describe how each successive part or paragraph builds on earlier sections. [3.RC.15.RI](#)
- RI.** Use text features and keywords, sidebars, and hyperlinks to locate information relevant to a given topic. [3.RC.16.RI](#)
- RI.** Explain how information gained from illustrations (e.g., maps, photographs) and the words in a text, contribute to understanding a text. [3.RC.17.RI](#)
- RI.** Distinguish the reader's perspective from that of the author of the text. [3.RC.18.RI](#)

Vocabulary

1. Determine or clarify the meaning of words and phrases in a text read aloud or independently. **3.V.1**
 2. Use context clues to identify the meaning of words or phrases. **3.V.2**
 3. Generate synonyms and antonyms for common nouns, verbs, and adjectives. **3.V.3**
 4. Distinguish shades of meaning among related words. **3.V.4**
 5. Distinguish the literal and nonliteral meanings of words and phrases in context. **3.V.5**
 6. Use knowledge of most common Latin prefixes, bases, and suffixes (inflectional and derivational) as clues to meaning (e.g., agreeable/disagreeable, comfortable/uncomfortable; company/companion). **3.V.6**
-

Writing

Style

- S. Write an opinion to convince the reader to take an action or adopt a position with logical reasons supported by evidence from various sources. **3.W.1.S**
 - S. Write informative or explanatory pieces about a topic, using sources. **3.W.2.S**
 - S. Write a narrative with a logical plot (sequence of events, characters, and setting). **3.W.3.S**
-

Production

- P. Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions. **3.W.4.P**
 - P. Organize writing logically, constructing an introduction, body, and conclusion. **3.W.5.P**
 - P. Use transitional words and phrases to connect ideas. **3.W.6.P**
 - P. Plan and revise writing, using words, phrases, and sentences for effect. **3.W.7.P**
 - P. Edit writing to include K-3 language conventions for publishing. **3.W.8.P**
 - P. Conduct short research by gathering information from relevant experiences and/or print and digital sources to produce a response. **3.W.9.P**
 - P. Take notes from sources and sort evidence into categories. **3.W.10.P**
-

Collaborative Communication

Oral Language

- OL. Participate in collaborative conversations following class created discussion guidelines to expand upon conversations. **3.CC.1.OL**
- OL. Ask and answer questions about what a speaker says to gather additional information and clarify understanding. **3.CC.2.OL**

Presentation

- P. Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace. **3.CC.3.P**
 - P. Use visual displays and/or audio appropriately to emphasize or enhance certain facts or details when presenting. **3.CC.4.P**
 - P. Speak audibly in collaborative communication and presentations. **3.CC.5.P**
-

Language

Structures

- S. Use abstract nouns (e.g., justice, freedom). **3.L.1.S**
- S. Use collective nouns (e.g., group, flock, herd). **3.L.2.S**
- S. Use plural possessive nouns with correct apostrophe placement (e.g., dogs' house vs. dog's house). **3.L.3.S**
- S. Use indefinite pronouns (e.g., all, any, many, each). **3.L.4.S**
- S. Use object pronouns (e.g., me, him, her). **3.L.5.S**
- S. Use possessive pronouns (e.g., their, whose). **3.L.6.S**
- S. Use pronoun/antecedent agreement. **3.L.7.S**
- S. Use proper adjectives (e.g., French, Spanish). **3.L.8.S**
- S. Use comparative and superlative adjectives (e.g., larger, largest). **3.L.9.S**
- S. Use regular and irregular verbs in past and present tenses. **3.L.10.S**
- S. Use subject/verb agreement. **3.L.11.S**
- S. Use adverbs. **3.L.12.S**
- S. Use coordinating conjunctions (FANBOYS). **3.L.13.S**
- S. Use interjections (e.g., ouch, boo). **3.L.14.S**
- S. Use prepositional phrases. **3.L.15.S**
- S. Form contractions, using an apostrophe. **3.L.16.S**
- S. Create, expand, and combine independent clauses to create compound sentences. **3.L.17.S**

Conventions

- C. Capitalize words in titles. **3.L.18.C**
- C. Capitalize proper adjectives. **3.L.19.C**
- C. Capitalize geographic names. **3.L.20.C**
- C. Use commas in items in a series. **3.L.21.C**
- C. Use commas in addresses. **3.L.22.C**
- C. Use a comma before a coordinating conjunction in a compound sentence. **3.L.23.C**