Indiana English/Language Arts Content Connectors

Grade 3

Reading Foundations RF

1 Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E) 3.RF.1

- a Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, or Cle) to decode regularly spelled one- and two-syllable words. (E) 3.RF.1A

2 Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural). 3.RF.2

- a Read words at the appropriate instructional level that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding -ing, such as cut/cutting; and changing the ending of a word to make a plural). 3.RF.2A

3 Know and use more difficult word families when reading unfamiliar words (e.g., -ight). 3.RF.3

- a Use word families to read some unfamiliar words (onset and rhyme, ack, ick, ight, ing, ump). 3.RF.3A

4 Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). (E) 3.RF.4

- a Decode frequently occurring base words with common prefixes and suffixes; read contractions and possessives (e.g., can't, kitten's, sisters'). (E) 3.RF.4A

5 Orally read grade-level appropriate or higher texts smoothly and accurately with expression that connotes comprehension. 3.RF.5

- a Read short texts including common, regularly spelled words with appropriate fluency including rate, accuracy, and prosody. 3.RF.5A

Reading Comprehension RC

1 Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers. (E) 3.RC.1

- a Ask and answer questions about a main idea in a short text heard or read, referring explicitly to the text as the basis for the answers. (E) 3.RC.1A

Skip to main content

2 **Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. (E)** 3.RC.2

- a Recount key details in the beginning, middle, and end of a folktale, fable, or tall tale from diverse cultures; identify one theme in these works. (E) 3.RC.2A

3 **Describe characters in a story (e.g., their traits, motivations, or feelings), and explain how their actions contribute to the plot.** 3.RC.3

- a Describe the feelings or traits of at least one character in a story and explain how a character responded to a conflict or event. 3.RC.3A

4 **Distinguish personal point of view from that of the narrator or those of the characters.** 3.RC.4

- a Find similarities and/or differences between the points of view of the narrator and/or characters in a story with one's personal point of view. 3.RC.4A

5 **Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)** 3.RC.5

- a Identify the main idea of a text and two or more supporting key details. (E) 3.RC.5A

6 **Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.** 3.RC.6

- a Use words such as first, next, then, because, same, or different to describe relationships between two historical events, two ideas, or steps in a process. 3.RC.6A

7 **Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).** 3.RC.7

- a Use text features (e.g., maps, illustrations, charts) to locate information and gain meaning about a specific topic. 3.RC.7A

8 **Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. (E)** 3.RC.8

- a Identify words that help to define the structure of nonfiction text (e.g., problem/solution, chronological order). (E) 3.RC.8A

9 **Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.** 3.RC.9

- a Distinguish between fact and opinion. 3.RC.9A
- b Identify how an author uses facts and reasons to support specific points in a text. 3.RC.9B

10 **Compare and contrast the most important points and key details presented in two texts on the same topic.** 3.RC.10

Skip to main content

a Compare and contrast important points and key details presented in two texts on the same topic. 3.RC.10A

11 Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words. 3.RC.11

a Use context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words. 3.RC.11A

12 Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire). (E) 3.RC.12

a Use pictures and/or paired pictures and words to identify and demonstrate knowledge of word relationships, including synonyms, antonyms, homographs, homonyms, and/or multiple-meaning words (e.g., puzzle, fire). (E) 3.RC.12A

13 Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word. 3.RC.13

a Separate known root words from affixes, and use a known word as a clue for determining the meaning of an unknown word with the same root. 3.RC.13A

Writing W

1 Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper. 3.W.1

a Write legibly by correctly forming capital and lowercase letters and using appropriate spacing between letters, words, and sentences, and write within the space provided. 3.W.1A

2 Write persuasive compositions in a variety of forms that: a. State the opinion in an introductory statement or section. b. Support the opinion with reasons in an organized way. c. Connect opinion and reasons using words and phrases. d. Provide a concluding statement or section. (E) 3.W.2

a Write a persuasive piece on a provided or selected topic that: a. Introduces an opinion. b. Supports the opinion with at least one supporting reason. c. Uses connecting words or phrases between the opinion and reason(s). d. Includes a concluding statement. (E) 3.W.2A

Skip to main content

3 **Write informative compositions on a variety of topics that: a. State the topic, develop a main idea for the introductory paragraph, and group related information together. b. Develop the topic with facts and details. c. Connect ideas within categories of information using words and phrases. d. Use text features (e.g., photographs, maps) when useful to aid comprehension. e. Provide a concluding statement or section. (E)** 3.W.3

- a Write an informative piece on a provided or selected topic that: a. Introduces the topic and main idea in an introductory statement. b. Develops the topic with at least one fact and one detail. c. Uses connecting words or phrases between ideas. d. Includes a concluding statement. (E) 3.W.3A

4 **Write narrative compositions in a variety of forms that: a. Establish an introduction (e.g., situation, narrator, characters). b. Include specific descriptive details and clear event sequences. c. Include dialogue. d. Connect ideas and events using introduction and transition words. e. Provide an ending. (E)** 3.W.4

- a Write a narrative piece on a provided or selected topic that: a. Introduces a situation and narrator and/or at least one character. b. Includes at least one descriptive detail and two to three ordered events. c. Includes dialogue. d. Connects ideas and events using introduction and transition words. e. Includes an ending statement. (E) 3.W.4A

5 **Apply the writing process to – a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents.** 3.W.5

- a Apply the writing process to – a. Generate and record ideas for writing through discussions, pictures, and/or drawings about a topic or experience; b. Develop drafts in pictorial and/or written form by organizing or sequencing ideas using a graphic organizer; c. Use varied forms of provided feedback (e.g., questions related to sequence details, adding words or ideas and/or pictures) to revise writing. d. Edit writing for conventions including: capitalization of names of people, names of places, dates, and holidays; end punctuation, comma use in greetings and closings, dates, and locations or addresses; and/or spelling of high frequency, common, and irregularly spelled words; e. Use available and familiar technology to produce and publish writing. 3.W.5A

6 **Conduct research on a topic. a. Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). b. Locate information in reference texts, electronic resources, or through interviews. c. Recognize that some sources may be more reliable than others. d. Record relevant information in their own words. e. Present the information, choosing from a variety of formats. (E)** 3.W.6

Skip to main content

a Conduct research on a topic. a. Identify a topic or question of interest from provided sources of information (e.g., What states have mountains?). b. Find information from at least two provided sources including texts, electronic resources, and/or interviews that can be used to answer the question(s) about the topic. c. Record relevant information in their own words using graphic organizers or other aids. d. Present information that has been gathered using an appropriate format (e.g., text, labeled diagrams, poster, diorama, or multimedia). (E) 3.W.6A

7 **Demonstrate command of English grammar and usage, focusing on: a. Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought). b. Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions. c. Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence. d. Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or) correctly. (E)** 3.W.7

a Correctly apply English grammar and usage when writing or speaking, focusing on: a. Nouns/Pronouns - Producing simple sentences that include proper and/or collective nouns and pronouns. b. Verbs - Producing simple sentences that use regular and irregular verbs and simple verb tenses to convey a variety of times, sequences, states, and/or conditions. c. Adjectives/Adverbs - Producing simple sentences that include comparative and/or superlative adjectives and adverbs. d. Usage - With the aid of cloze activities, producing complete simple, and compound declarative, interrogative, imperative, and/or exclamatory sentences using coordinating or subordinating conjunctions (e.g., and, for, but, or). (E) 3.W.7A

8 **Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events. b. Punctuation – I. Correctly using apostrophes to form contractions and singular and plural possessives. II. Using quotation marks to mark direct speech. III. Using commas in locations and addresses, to mark direct speech, and for coordinating adjectives (e.g., a small, red bicycle). c. Spelling – I. Using correct spelling for irregularly spelled words (e.g., said, does, gone) and other studied words and for adding affixes to base words. II. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing. (E)** 3.W.8

a Apply capitalization, punctuation, and spelling conventions focusing on: a. Capitalization - Capitalizing appropriate words in titles, company names, product names, or special events. b. Punctuation – I. Using apostrophes to form common contractions and singular and plural possessives. II. Using commas in locations and addresses c. Spelling – I. Using correct spelling for common irregularly spelled words (e.g., said, does, gone), regularly spelled common words, and for adding affixes to base words. II. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, and common homophones/homographs) when writing. (E) 3.W.8A

Skip to main content

Communication and Collaboration CC

1 **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (E)** 3.CC.1

- a Participate in one or more collaborative discussions (one-on-one, in groups, and/or teacher-led) on instructional-level topics or texts, and identify one or more important ideas. (E) 3.CC.1A

2 **Explore ideas under discussion by drawing on readings and other information.** 3.CC.2

- a Locate evidence from readings that relates to ideas under discussion in small or large groups. 3.CC.2A

3 **Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. (E)** 3.CC.3

- a Ask questions about what is being presented to clarify something that is not understood. Make comments that are related to the comments of others. (E) 3.CC.3A

4 **Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally. (E)** 3.CC.4

- a Retell, paraphrase, identify, or describe a main idea or a supporting detail of information presented in diverse media and formats. (E) 3.CC.4A

5 **Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.** 3.CC.5

- a Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue. 3.CC.5A

6 **Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner. (E)** 3.CC.6

- a Report on a topic or text, or tell a story that organizes key information and presents ideas chronologically. (E) 3.CC.6A

7 **Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.** 3.CC.7

- a Develop presentations for different purposes that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details. 3.CC.7A

8 **Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture. (E)** 3.CC.8

Skip to main content

a Identify the purpose of different texts and/or media (to give information/describe, to entertain, or to persuade). (E) 3.CC.8A