Indiana English/Language Arts

Grade 3

Adopted 2023

Reading Foundations

RF. Students read grade-level text independently and fluently. 3.RF

1. Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E) 3.RF.1
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
3. Know and use more difficult word families when reading unfamiliar words (e.g., -ight). 3.RF.3
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
5. Orally read grade-level appropriate or higher texts smoothly and accurately with expression that connotes comprehension. 3.RF.5

Reading Comprehension

RC. Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing. 3.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
2. Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. (E) 3.RC.2
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
4. Distinguish personal point of view from that of the narrator or those of the characters. 3.RC.4
5. Determine the main idea of a text; recount the key details and explain how they support the main idea. (E) 3.RC.5
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
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

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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
9. Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text. 3.RC.9
10. Compare and contrast the most important points and key details presented in two texts on the same topic. 3.RC.10
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
12. Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire). (E) 3.RC.12
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

Writing

W. Students research and write for various purposes using processes and applying their knowledge of language and sentence structure. 3.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
2. Write persuasive compositions in a variety of forms that: 3.W.2
   a. State the opinion in an introductory statement or section. 3.W.2.A
   b. Support the opinion with reasons in an organized way. 3.W.2.B
   c. Connect opinion and reasons using words and phrases. 3.W.2.C
   d. Provide a concluding statement or section. (E) 3.W.2.D
3. Write informative compositions on a variety of topics that: 3.W.3
   a. State the topic, develop a main idea for the introductory paragraph, and group related information together. 3.W.3.A
   b. Develop the topic with facts and details. 3.W.3.B
   c. Connect ideas within categories of information using words and phrases. 3.W.3.C
   d. Use text features (e.g., photographs, maps) when useful to aid comprehension. 3.W.3.D
   e. Provide a concluding statement or section. (E) 3.W.3.E
4. Write narrative compositions in a variety of forms that: 3.W.4
   a. Establish an introduction (e.g., situation, narrator, characters). 3.W.4.A
   b. Include specific descriptive details and clear event sequences. 3.W.4.B
   c. Include dialogue. 3.W.4.C
   d. Connect ideas and events using introduction and transition words. 3.W.4.D
   e. Provide an ending. (E) 3.W.4.E

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5. Apply the writing process to – 3.W.5
    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). 3.W.5.A
    b. Use available technology to produce and publish legible documents. 3.W.5.B
6. Conduct research on a topic. 3.W.6
    a. Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). 3.W.6.A
    b. Locate information in reference texts, electronic resources, or through interviews. 3.W.6.B
    c. Recognize that some sources may be more reliable than others. 3.W.6.C
    d. Record relevant information in their own words. 3.W.6.D
    e. Present the information, choosing from a variety of formats. (E) 3.W.6.E
7. Demonstrate command of English grammar and usage, focusing on: 3.W.7
    a. Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought). 3.W.7.A
    b. Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions. 3.W.7.B
    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. 3.W.7.C
    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.D

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8. Demonstrate command of capitalization, punctuation, and spelling, focusing on: 3.W.8

    a. Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events. 3.W.8.A

    b. Punctuation – 3.W.8.B

        I. Correctly using apostrophes to form contractions and singular and plural possessives. 3.W.8.B.I

        II. Using quotation marks to mark direct speech. 3.W.8.B.II

        III. Using commas in locations and addresses, to mark direct speech, and for coordinating adjectives (e.g., a small, red bicycle). 3.W.8.B.III

    c. Spelling – 3.W.8.C

        I. Using correct spelling for irregularly spelled words (e.g., said, does, gone) and other studied words and for adding affixes to base words. 3.W.8.C.I

        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.C.II

Communication and Collaboration

CC. Students participate and engage in collaborative discussions and paraphrase information provided in grade-level texts and presentations. 3.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
2. Explore ideas under discussion by drawing on readings and other information. 3.CC.2
3. Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. (E) 3.CC.3
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
5. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. 3.CC.5
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
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
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