

Grade 3

Adopted 2023

Grade 3

Reading: Foundational

Print Concepts

1. Not applicable for third grade. [RF.3.1](#)

Phonological Awareness

2. Not applicable for third grade. [RF.3.2](#)

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. [RF.3.3](#)
 - a. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful). [RF.3.3.A](#)
 - b. Decode words with common Latin suffixes (e.g., -able, -ation, -ible). [RF.3.3.B](#)
 - c. Decode multisyllabic words (e.g., six syllable types, compound words, inflectional endings, etc.). [RF.3.3.C](#)
 - d. Read grade-appropriate irregularly spelled words (e.g., gnome, climb, neighbor, etc.). [RF.3.3.D](#)

Fluency

4. Read with sufficient accuracy and fluency to support comprehension. [RF.3.4](#)
 - a. Read complex text with purpose and understanding. [RF.3.4.A](#)
 - b. Read complex prose and poetry orally with accuracy, prosody and appropriate rate. [RF.3.4.B](#)
 - c. Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading. [RF.3.4.C](#)

Reading: 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. **RL.3.1**
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the lesson, moral, or central message (main idea) and explain how it is conveyed through key details in the text. **RL.3.2**
3. Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events. **RL.3.3**

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **RL.3.4**
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. **RL.3.5**
6. Distinguish their own perspective (point of view) from that of the narrator or those of the characters. **RL.3.6**

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). **RL.3.7**
8. Not applicable for literature. **RL.3.8**
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). **RL.3.9**

Language in Reading: Literature

10. Use knowledge of language and its conventions when reading. **RL.3.10**
 - a. Recognize and observe differences between the conventions of spoken and written standard English. **RL.3.10.A**
11. Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension. **RL.3.11**
 - a. Use sentence-level context (synonym, antonym, definition, examples) to comprehend the meaning of a word or phrase. **RL.3.11.A**
 - b. Determine the meaning of the new word formed when a known affix is added to a known word. (e.g., happy/unhappy, do/redo). **RL.3.11.B**
 - c. Use a known root word to apply to the meaning of an unknown word with the same root (e.g., company, companion). **RL.3.11.C**
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **RL.3.11.D**
12. Demonstrate understanding of word relationships and nuances in word meanings. **RL.3.12**
 - a. Distinguish the literal and figurative meanings of words and phrases in context. **RL.3.12.A**
 - b. Identify real-life connections between words and their uses. **RL.3.12.B**
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. **RL.3.12.C**

Range of Reading and Text Complexity

13. Read and comprehend high-quality prose and poetry of appropriate quantitative and qualitative complexity for third grade. **RL.3.13**

Reading: Informational

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. **RI.3.1**
2. Determine the main idea of a text; recount the key details and explain how they support the main idea. **RI.3.2**
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. **RI.3.3**

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a third grade topic or subject area. **RI.3.4**
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **RI.3.5**
6. Distinguish their own perspective (point of view) from that of the author of a text. **RI.3.6**

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). **RI.3.7**
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). **RI.3.8**
9. Compare and contrast the most important points and key details presented in two texts on the same topic. **RI.3.9**

Language in Reading: Informational

10. Use knowledge of language and its conventions when reading. **RI.3.10**
 - a. Recognize and observe differences between the conventions of spoken and written standard English. **RI.3.10.A**
11. Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension. **RI.3.11**
 - a. Use sentence-level context (antonym, examples, definition, synonym) to determine the meaning of a word or phrase. **RI.3.11.A**
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., happy/unhappy, do/redo). **RI.3.11.B**
 - c. Use a known root word to define the meaning of an unknown word with the same root (e.g., company, companion). **RI.3.11.C**
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **RI.3.11.D**
12. Demonstrate understanding of word relationships and nuances in word meanings. **RI.3.12**
 - a. Distinguish the literal and figurative meanings of words and phrases in context. **RI.3.12.A**
 - b. Identify real-life connections between words and their uses. **RI.3.12.B**
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. **RI.3.12.C**

Range of Reading and Text Complexity

13. Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for third grade. **RI.3.13**

Writing

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons. **W.3.1**
 - a. Know the difference between fact and opinion **W.3.1.A**
 - b. Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons **W.3.1.B**
 - c. Provide reasons that support the opinion **W.3.1.C**
 - d. Use transition words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. **W.3.1.D**
 - e. Provide a concluding statement or section. **W.3.1.E**
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **W.3.2**
 - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **W.3.2.A**
 - b. Develop the topic with facts, definitions and details. **W.3.2.B**
 - c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. **W.3.2.C**
 - d. Provide a concluding statement or section. **W.3.2.D**
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. **W.3.3**
 - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **W.3.3.A**
 - b. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. **W.3.3.B**
 - c. Use temporal words and phrases to signal event order. **W.3.3.C**
 - d. Provide a sense of closure. **W.3.3.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. **W.3.4**
5. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing. **W.3.5**
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. **W.3.6**

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge about a topic. **W.3.7**
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **W.3.8**
9. Begins in fourth grade. **W.3.9**

Language in Writing

10. Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing. **W.3.10**
 - a. Choose words and phrases for effect. **W.3.10.A**
 - b. Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning. **W.3.10.B**
 - c. Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs. **W.3.10.C**
 - d. Form and use the simple verb tenses (e.g., I walked, I walk, I will walk). **W.3.10.D**
 - e. Ensure subject-verb and pronoun-antecedent agreement when writing. **W.3.10.E**
 - f. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified. **W.3.10.F**
 - g. Use coordinating and subordinating conjunctions. **W.3.10.G**
 - h. Produce simple, compound and complex sentences. **W.3.10.H**
11. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. **W.3.11**
 - a. Capitalize appropriate words in titles. **W.3.11.A**
 - b. Use commas in addresses. **W.3.11.B**
 - c. Use commas and quotation marks in dialogue. **W.3.11.C**
 - d. Form and use possessives. **W.3.11.D**
 - e. Use conventional spelling for adding suffixes to base words (e.g., sitting, smiled, cries, happiness, shelves). **W.3.11.E**
 - f. Use spelling patterns and generalizations when writing words. **W.3.11.F**
 - g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. **W.3.11.G**

Range of Writing

12. 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. **W.3.12**

Speaking and Listening

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse on third grade topics and texts, building on others' ideas and expressing their own clearly. **SL.3.1**
 - 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. **SL.3.1.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). **SL.3.1.B**
 - c. Ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others. **SL.3.1.C**
 - d. Explain their ideas and understanding in light of the discussion. **SL.3.1.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. **SL.3.2**
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **SL.3.3**

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. **SL.3.4**
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. **SL.3.5**
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **SL.3.6**

Language in Speaking and Listening

7. Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking. **SL.3.7**
 - a. Choose words and phrases for effect. **SL.3.7.A**
 - b. Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning. **SL.3.7.B**
 - c. Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs. **SL.3.7.C**
 - d. Form and use the simple verb tenses (e.g., I walked, I walk, I will walk). **SL.3.7.D**
 - e. Ensure subject-verb and pronoun-antecedent agreement when speaking. **SL.3.7.E**
 - f. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified. **SL.3.7.F**
 - g. Use coordinating and subordinating conjunctions. **SL.3.7.G**
 - h. Produce simple, compound and complex sentences. **SL.3.7.H**
8. Acquire and use accurately grade-appropriate conversational, general academic and domain- specific words and phrases, including those that signal spatial and temporal relationships. **SL.3.8**