

Grade 3

Reading Foundational Skills RF

Print Concepts

- 1 No Print Concepts Standard for grade 3. RF.3.1
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Phonological Awareness

- 2 No Phonological Awareness Standard for grade 3. RF.3.2
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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, decode, encode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes. RF.3.3.A
 - b Decode and encode multisyllabic words. RF.3.3.B
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Fluency

- 4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. RF.3.4
 - a Read grade-level text with purpose and understanding. RF.3.4.A
 - b Fluently read grade-level prose and poetry orally on successive readings. RF.3.4.B
 - c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.3.4.C
 - d Read grade-appropriate irregularly spelled words. RF.3.4.D
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Reading Standards for Literature RL

Key Ideas and Details

- 1 Ask and answer questions, and make and support logical inferences to construct meaning from the text. RL.3.1
 - 2 Identify implicit and cite explicit information from a literary text to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures. RL.3.2
 - 3 Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot. RL.3.3
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Craft and Structure

- 4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning. **RL.3.4**
- 5 Describe the structure and provide evidence of how the parts of the text contribute to the whole in a story, poem or drama (e.g., how a chapter, stanza or act/scene might build on another part of the text). **RL.3.5**
- 6 Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text. **RL.3.6**

Integration of Knowledge and Ideas

- 7 Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting. **RL.3.7**
- 8 Not applicable to 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. **RL.3.9**

Range of Reading and Level of Text Complexity

- 10 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently. **RL.3.10**

Reading Standards for Informational Text **RI**

Key Ideas and Details

- 1 Ask and answer questions, and make and support logical inferences to construct meaning from the text. **RI.3.1**
- 2 Identify implicit and cite explicit information from an informational text to determine the central idea of a text. **RI.3.2**
- 3 Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text. **RI.3.3**

Craft and Structure

- 4 Determine the meaning of general academic words and phrases in a grade-level text and describe how those words and phrases shape meaning. **RI.3.4**
- 5 Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure. **RI.3.5**
- 6 Distinguish their own perspective from that of the author of a text and describe how various perspectives shape the content and style of a text. **RI.3.6**

Integration of Knowledge and Ideas

- 7 Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text. **RI.3.7**

- 8 Describe how reasons and evidence support specific claims the author makes in a text. **RI.3.8**
- 9 Explain the relationship between information from two or more texts on the same theme or topic. **RI.3.9**

Range of Reading and Level of Text Complexity

- 10 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently. **RI.3.10**

Handwriting **HW**

Handwriting

- 1 Legibly form cursive letters, words and sentences with accepted norms. **HW.3.1**

Composition **C**

Text Types and Purpose

- 1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. **C.3.1**
 - a With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **C.3.1.A**
 - b Introduce the topic, followed by opinion statement, and create an organizational structure. **C.3.1.B**
 - c Provide reasons with elaborate details to support the opinion. **C.3.1.C**
 - d Use grade-appropriate transitions to connect sentences and paragraphs. **C.3.1.D**
 - e Provide a concluding section. **C.3.1.E**
 - f With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. **C.3.1.F**
- 2 Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information. **C.3.2**
 - a With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **C.3.2.A**
 - b Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **C.3.2.B**
 - c Develop the topic with facts, definitions and details. **C.3.2.C**
 - d Use grade-appropriate conjunctions to develop text structure within sentences. **C.3.2.D**
 - e Use grade-appropriate transitions to develop text structure in sentences and paragraphs. **C.3.2.E**
 - f Provide a concluding section. **C.3.2.F**
 - g With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. **C.3.2.G**

- 3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences. **C.3.3**
- a With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **C.3.3.A**
 - b Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, nonlinear and/or circular structure. **C.3.3.B**
 - c Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. **C.3.3.C**
 - d Use temporal words and phrases to signal event order. **C.3.3.D**
 - e Create a sense of closure that follows the narrated experiences or events. **C.3.3.E**
 - f With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. **C.3.3.F**
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Production and Distribution

- 4 With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others. **C.3.4**
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Research to Build and Present Knowledge

- 5 Conduct short research projects that build knowledge about a topic. **C.3.5**
- 6 Summarize information from experiences, or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories. **C.3.6**
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Range of Writing

- 7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. **C.3.7**
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- 1 When writing or speaking, demonstrate command of the conventions of General American English grammar and usage. **L.3.1**
 - a Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. **L.3.1.A**
 - b Form and use regular and irregular plural nouns. **L.3.1.B**
 - c Use abstract nouns. **L.3.1.C**
 - d Form and use regular and irregular verbs. **L.3.1.D**
 - e Use verb tenses. **L.3.1.E**
 - f Ensure subject-verb and pronoun-antecedent agreement. **L.3.1.F**
 - g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. **L.3.1.G**
 - h Use coordinating and subordinating conjunctions. **L.3.1.H**
 - i Produce simple, compound and complex sentences. **L.3.1.I**
 - 2 When writing: **L.3.2**
 - a Capitalize appropriate words in titles. **L.3.2.A**
 - b Use commas in addresses. **L.3.2.B**
 - c Use commas and quotation marks in dialogue. **L.3.2.C**
 - d Use possessives. **L.3.2.D**
 - e Use conventional spelling for high-frequency words where suffixes are added to base words. **L.3.2.E**
 - f Use spelling patterns (graphemes) and generalizations in writing multisyllabic words. **L.3.2.F**
 - g Consult reference materials as needed to check and correct spellings. **L.3.2.G**
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Knowledge of Language

- 3 Use knowledge of language and its conventions when writing, speaking, reading or listening. **L.3.3**
 - a Choose words and phrases for effect. **L.3.3.A**
 - b Recognize and observe differences between the conventions of spoken and written General American English. **L.3.3.B**

- 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. **L.3.4**
 - a Use sentence-level context as a clue to the meaning of a word or phrase. **L.3.4.A**
 - b Determine the meaning of the new word formed when a known affix is added to a known word. **L.3.4.B**
 - c Use a known root word as a clue to the meaning of an unknown word with the same root. **L.3.4.C**
 - d Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. **L.3.4.D**
 - e Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. **L.3.4.E**
- 5 Demonstrate understanding of word relationships and nuances in word meanings. **L.3.5**
 - a Distinguish the literal and nonliteral meanings of words and phrases in context. **L.3.5.A**
 - b Demonstrate understanding of words by relating them to their synonyms and antonyms. **L.3.5.B**
 - c Distinguish shades of meaning among related words that describe degrees of certainty. **L.3.5.C**