Kentucky Reading and Writing

Grade 3

Reading Foundational Skills RF

Print Concepts

1 No Print Concepts Standard for grade 3. RF.3.1

Phonological Awareness

2 No Phonological Awareness Standard for grade 3. 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, 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

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

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

raft and Structure

Skip to main content

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

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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

Skip to main content

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

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

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

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

Language L

Conventions of General American English

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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

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

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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