

Grade 3

Reading Literature RL

1 Demonstrate understanding of a literary text (story, drama, or poem). RL.3.1

- a Ask questions to self-monitor comprehension. RL.3.1.A
 - b Use text evidence to respond to questions. RL.3.1.B
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2 Describe the development of a literary text. RL.3.2

- a Retell stories, including fables, folktales, and myths from diverse cultures. RL.3.2.A
 - b Determine a theme and its meaning, describing how it develops using supporting details from the text. RL.3.2.B
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3 Describe the characters in a literary text. RL.3.3

- a Identify the characters' actions, feelings, and traits. RL.3.3.A
 - b Describe the characters' perspectives using details from the text. RL.3.3.B
 - c Explain how their actions influence the sequence of events in the literary text. RL.3.3.C
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4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.4

5 Describe the major differences in the structural elements of stories, dramas, and poems, using terms such as chapters, scenes, and stanzas. RL.3.5

6 Distinguish between first- and third-person point of view using text evidence. RL.3.6

7 Explain how specific aspects of a text's illustrations support or expand a literary text (e.g., emphasize aspects of a character or setting). RL.3.7

8 (Not applicable to literature) RL.3.8

9 Compare and/or contrast the themes, settings, and plots of literary texts by the same author or written about similar characters. RL.3.9

10 Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons. RL.3.10

Reading Informational RI

1 Demonstrate understanding of an informational text (e.g., historical, scientific, or technical texts). RI.3.1

- a Ask questions to self-monitor comprehension. [RI.3.1.A](#)
 - b Use text evidence to respond to questions. [RI.3.1.B](#)
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2 Describe the development of an informational text. [RI.3.2](#)

- a Determine the main idea of a text. [RI.3.2.A](#)
 - b Identify key details and explain how they support the main idea. [RI.3.2.B](#)
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3 Explain how the text structure contributes to the meaning of the text. [RI.3.3](#)

- a Describe how a series of historical events, the development of scientific concepts, and/or a series of steps support the meaning. [RI.3.3.A](#)
 - b Use language that pertains to time, sequence, or cause and effect when writing or discussing text structure. [RI.3.3.B](#)
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4 Determine the meaning of general academic or domain-specific words and phrases in an informational text. [RI.3.4](#)

5 Use text features (such as headings, labels, charts, graphs, legends, key words, sidebars, and hyperlinks) to locate information. [RI.3.5](#)

- a Explain how text features support details in the text. [RI.3.5.A](#)
 - b Interpret text features used in print and digital formats. [RI.3.5.B](#)
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6 Identify perspectives in the text. [RI.3.6](#)

- a Identify the author's perspective in the text. [RI.3.6.A](#)
 - b Compare the author's perspective with their own perspective. [RI.3.6.B](#)
 - c Determine whether the author of a text would agree or disagree with a stated perspective. [RI.3.6.C](#)
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7 Use information gained from nonfiction text features (e.g., table of contents, maps, illustrations, index, and glossary) 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 connection between the points the author makes, and the evidence provided to support those points. [RI.3.8](#)

9 Compare and/or contrast the most important points and key details presented in two texts on the same topic. [RI.3.9](#)

10 Read and comprehend grade-level informational texts, with scaffolding and support as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons. [RI.3.10](#)

- a Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from text. [RF.3.4.A](#)
- b Orally read a variety of grade-level texts with accuracy (targeting 95% or better), automaticity, and appropriate expression to gain meaning from the text, targeting 112 words correct per minute (wcpm) by the end of third grade. [RF.3.4.B](#)
- c Self-monitor word recognition and understanding, rereading as necessary. [RF.3.4.C](#)

Decode words based on syllable type, aligned with scope and sequence of adopted HQIM, such as: [RF.3.3.A](#)

- 1 One-syllable words with diphthongs** [RF.3.3.A.1](#)
- 2 Multisyllabic words with vowel teams (long vowel, short vowel, diphthong)** [RF.3.3.A.2](#)
- 3 Consonant -le syllable type** [RF.3.3.A.3](#)
- 4 Multisyllabic words by division type: VC/CV, V/CV, VC/V, CV/VC** [RF.3.3.A.4](#)
- 5 Multisyllabic words with schwa** [RF.3.3.A.5](#)

Decode words based on morphological structure, aligned with scope and sequence of adopted HQIM, such as: [RF.3.3.B](#)

- 1 Common prefixes (e.g., undo)** [RF.3.3.B.1](#)
- 2 Common inflectional suffixes (e.g., walking)** [RF.3.3.B.2](#)
- 3 Common derivational suffixes (e.g., teacher)** [RF.3.3.B.3](#)
- 4 Common Latin roots (e.g., eject)** [RF.3.3.B.4](#)

Decode common high-frequency words with automaticity, aligned with the adopted HQIM, such as: [RF.3.3.C](#)

- 1 Phonetically regular words** [RF.3.3.C.1](#)
- 2 Partially regular words** [RF.3.3.C.2](#)
- 3 Irregular words** [RF.3.3.C.3](#)

Writing Foundations [WF](#)

- 1 Write legibly in manuscript and/or cursive.** [WF.3.1](#)
 - a Write letters legibly to focus attention on composing ideas rather than forming letters. [WF.3.1.A](#)
 - b Write legibly at a pace that supports sustained composition and notetaking across sentences and paragraphs. [WF.3.1.B](#)
- 2.a Encode words, aligned with scope and sequence of adopted HQIM, such as:** [WF.3.2.A](#)
 - 1** Multisyllabic words using knowledge of syllable types, including open, closed, vowelconsonant -e, vowel teams (including diphthongs), vowelr, consonant -le, and schwa [WF.3.2.A.1](#)

- 2 High-frequency words using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity [WF.3.2.A.2](#)
 - 2b Encode words with patterns, aligned with scope and sequence of adopted HQIM, such as: [WF.3.2.B](#)
 - 1 Two- to three-consonant blends, including those containing digraphs [WF.3.2.B.1](#)
 - 2 Consonant digraphs, trigraphs, and silent letter combinations [WF.3.2.B.2](#)
 - 3 Common prefixes (e.g., undo) [WF.3.2.B.3](#)
 - 4 Common inflectional suffixes (e.g., walking) [WF.3.2.B.4](#)
 - 5 Common derivational suffixes (e.g., teacher) [WF.3.2.B.5](#)
 - 6 Consonant doubling for suffix addition [WF.3.2.B.6](#)
 - 7 Drop the silent e for suffix addition [WF.3.2.B.7](#)
 - 8 Change y to i for suffix addition [WF.3.2.B.8](#)
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- 3 **Write complete sentences that demonstrate knowledge of conventions.** [WF.3.3](#)
 - a Include the parts of a complete sentence (subject and predicate). [WF.3.3.A](#)
 - b Identify and correct sentence fragments and run-on sentences. [WF.3.3.B](#)
 - c Use articles a, an, and the correctly. [WF.3.3.C](#)
 - d Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names. [WF.3.3.D](#)
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Writing [W](#)

- 1 **Write opinion pieces that include:** [W.3.1](#)
 - a An introduction with a clear topic sentence; [W.3.1.A](#)
 - b A stated opinion; [W.3.1.B](#)
 - c Reasons that support a point of view with evidence or examples; [W.3.1.C](#)
 - d A concluding statement or section; [W.3.1.D](#)
 - e Organizational structure; [W.3.1.E](#)
 - f Linking words and phrases; [W.3.1.F](#)
 - g Relevant vocabulary; [W.3.1.G](#)
 - h Complete sentences; and [W.3.1.H](#)
 - i Grade-level phonics-based spelling. [W.3.1.I](#)
- 2 **Write informative/explanatory pieces that include:** [W.3.2](#)
 - a An introduction with a clear topic sentence; [W.3.2.A](#)
 - b Facts, definitions, and/or details to develop the topic; [W.3.2.B](#)
 - c A concluding statement or section; [W.3.2.C](#)
 - d Organizational structure; [W.3.2.D](#)

- e Linking words and phrases; W.3.2.E
 - f Relevant vocabulary; W.3.2.F
 - g Complete sentences; and W.3.2.G
 - h Grade-level phonics-based spelling. W.3.2.H
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3 Write narratives that develop real or imagined sequenced events including: W.3.3

- a An introduction; W.3.3.A
 - b A situation with a narrator and/or characters; W.3.3.B
 - c Dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events; W.3.3.C
 - d A conclusion; W.3.3.D
 - e Organizational structure; W.3.3.E
 - f Temporal words and phrases; W.3.3.F
 - g Descriptive details; W.3.3.G
 - h Complete sentences; and W.3.3.H
 - i Grade-level phonics-based spelling. W.3.3.I
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4 With gradually fading adult support, produce writing, collaboratively and independently, in which the development and organization are appropriate to task, purpose, and audience. W.3.4

5 With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (e.g., capitalization, punctuation, spelling), using feedback from adults or peers. W.3.5

6 With gradually fading adult support, use a variety of digital skills (e.g., keyboarding) and tools (e.g., multimedia platforms) to produce and publish writing. W.3.6

7 Engage in brief research projects, collaboratively and independently, by: W.3.7

- a Gathering information from a variety of sources on a topic; W.3.7.A
 - b. Recording observations; and W.3.7.B
 - c Composing short reports using gradelevel vocabulary and sentence structure. W.3.7.C
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8 Recall information from personal experiences or gather information from sources to: W.3.8

- a Take brief notes; W.3.8.A
 - b Sort evidence into focused categories; and W.3.8.B
 - c Answer a specific question in writing. W.3.8.C
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9 (Begins in Grade 4) W.3.9

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- 10 Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.** [W.3.10](#)
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**Speaking and
Listening** [SL](#)

- 1 Participate in discussions about third grade topics and texts in pairs, small groups, or whole-class settings.** [SL.3.1](#)
- a** Come to discussions prepared (having read and/or studied materials). [SL.3.1.A](#)
 - b** Explicitly use the information known about the topic. [SL.3.1.B](#)
 - c** Follow agreed-upon rules for discussion, such as taking turns respectfully, listening carefully, and speaking one at a time about the topics and texts under discussion. [SL.3.1.C](#)
 - d** Make comments that link to the remarks of others. [SL.3.1.D](#)
 - e** Ask for clarification and further explanation as needed. [SL.3.1.E](#)
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- 2 After a presentation (i.e., read-aloud, multimedia, oral), use speaking or writing to identify the main ideas and key details, including information shown in text features such as charts, diagrams, graphs, tables, or images.** [SL.3.2](#)
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- 3 Ask and/or answer questions about what a speaker says to request and provide elaboration and detail.** [SL.3.3](#)
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- 4 Tell a story, give a report, or recount an experience with appropriate facts and relevant, descriptive details, while speaking clearly at an understandable pace.** [SL.3.4](#)
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- 5 Create multimedia presentations of stories or poems; add visual displays when appropriate to emphasize the development of main ideas or themes.** [SL.3.5](#)
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- 6 Identify formal language versus informal language used in various speaking or listening situations or contexts.** [SL.3.6](#)
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Language [L](#)

- 1 Know and apply formal American English grammar, usage, and mechanics when writing or speaking.** [L.3.1](#)
- a** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in particular sentences. [L.3.1.A](#)
 - b.** Form and use regular (duck → ducks) and irregular plural nouns (woman → women). [L.3.1.B](#)
 - c** Use abstract nouns (e.g., childhood). [L.3.1.C](#)
 - d** Form and use regular (play/playing/played) and irregular verbs (swim/swimming/swam). [L.3.1.D](#)
 - e** Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). [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 (for, and, nor, but, or, yet, so) and subordinating (although, because, since, etc.) conjunctions. L.3.1.H
 - i Produce simple, compound, and complex sentences. L.3.1.I
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2 Know and apply the conventions of formal American English capitalization, punctuation, and spelling 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 Form and use possessive nouns. L.3.2.D
 - e Spell words accurately using gradelevel spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed. L.3.2.E
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3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.3

- a Choose words and phrases that convey specific ideas. L.3.3.A
 - b. Identify the difference between the conventions of spoken and written formal American English. L.3.3.B
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4 Use word analysis skills to break down and build grade-appropriate words to understand their meaning. L.3.4

- a Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple meaning words and phrases. L.3.4.A
 - b Determine the meaning of a new word when a known affix is added to a known word (e.g., agree/disagreeable). L.3.4.B
 - c Apply knowledge of the changes in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to determine the meaning of a word. L.3.4.C
 - d Identify common Latin and Greek affixes and roots and use them to determine the meaning of unfamiliar words (e.g., bicycle, tricycle). L.3.4.D
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5 Demonstrate understanding of word relationships and nuances in word meanings. L.3.5

- a Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). L.3.5.A
 - b Distinguish shades of meaning among related words (e.g., big, large, huge, gigantic). L.3.5.B
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6 Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through conversations, reading, and read-alouds,

including those that signal feelings and actions (e.g., He felt proud when he finished his difficult homework assignment). L.3.6