

Grade 3

Reading Literature Standards

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 central message, lesson, or moral 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](#)
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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. [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 point of view from that of the narrator or those of the characters. [RL.3.6](#)
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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 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 (e.g., in books from a series). [RL.3.9](#)
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Range of Reading and Level of Text Complexity

- 10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. [RL.3.10](#)
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Reading Informational Text Standards

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**
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Craft and Structure

- 4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 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 point of view from that of the author of a text. **RI.3.6**
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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 Compare and contrast the most important points and key details presented in two texts on the same topic. **RI.3.8**
 - 9 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.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). **RI.3.9**
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Range of Reading and Level of Text Complexity

- 10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. **RI.3.10**
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Reading Foundational Skills Standards

Phonics and Word Recognition

- 3 Know and apply grade-level phonics and word analysis skills in decoding words. **RF.3.3**
 - a Identify and know the meaning of the most common prefixes and derivational suffixes. **RF.3.3.A**
 - b Decode words with common Latin suffixes. **RF.3.3.B**
 - c Decode multisyllable words. **RF.3.3.C**
 - d Read grade-appropriate irregularly spelled words. **RF.3.3.D**
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Fluency

- 4 Read with sufficient accuracy and fluency to support comprehension. **RF.3.4**
 - a Read grade-level text with purpose and understanding. **RF.3.4.A**
 - b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression 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**
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Writing Standards

Text Types and Purposes

- 1 Write opinion pieces on topics or texts, supporting a point of view with reasons. **W.3.1**
 - a Introduce the topic or text they are writing about, state an opinion, and create an organizational-structure that lists reasons. **W.3.1.A**
 - b Provide reasons-that support the opinion. **W.3.1.B**
 - c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. **W.3.1.C**
 - d Provide a concluding statement or section. **W.3.1.D**
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Text Types and Purposes

- 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**

Text Types and Purposes

- 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. (Grade specific expectations for writing types are defined in standards 1-3 above.) **W.3.4**
- 5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.) **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 grade 4.) **W.3.9**

Range of Writing

- 10 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.3.10**
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Speaking and Listening Standards

Comprehension and Collaboration

- 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 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 own 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 quantitatively, and orally. **SL.3.2**
 - 3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **SL.3.3**
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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. (See grade 3 Language standards 1 and 3 for specific expectations.) **SL.3.6**
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Language Standards

Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.3.1**
 - a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **L.3.1.A**
 - b Form and use regular and irregular plural nouns. **L.3.1.B**
 - c Use abstract nouns(e.g., childhood). **L.3.1.C**
 - d Form and use regular and irregular verbs. **L.3.1.D**
 - e Form and use the simple (e.g., I walked; I walk; I will walk) 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 Demonstrate command of the conventions of standard 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 possessives. **L.3.2.D**
 - e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). **L.3.2.E**
 - f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. **L.3.2.F**
 - g Consult reference materials, including beginning dictionaries, 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 standard English. **L.3.3.B**

Vocabulary Acquisition and Use

- 4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range 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 (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). **L.3.4.B**
 - c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). **L.3.4.C**
 - d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **L.3.4.D**
- 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 (e.g., take steps). **L.3.5.A**
 - b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). **L.3.5.B**
 - c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). **L.3.5.C**
- 6 Acquire and use accurately grade appropriate conversational, general academic and domain-specific words and phrases, including those that signal-spatial and temporal relationships (e.g., After dinner that night we went looking for them). **L.3.6**