

Grade 3

Adopted 2017

Reading Standards

Literary and Informational Text

Key Ideas and Details

- 3R1.** Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. **3R1**
- 3R2.** Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. **3R2**
- 3R3.** In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. **3R3**

Craft and Structure

- 3R4.** Determine the meaning of words, phrases, figurative language, and academic and content-specific words. **3R4**
- 3R5.** In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension. **3R5**
- 3R6.** Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text. **3R6**

Integration of Knowledge and Ideas

- 3R7.** Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). **3R7**
- 3R8.** Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL) **3R8**
- 3R9.** Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. **3R9**

Foundational Skills

Print Concepts

3RF1. There is not a grade 3 standard for this concept. **3RF1**

Phonological Awareness

3RF2. There is not a grade 3 standard for this concept. Please see preceding grades for more information. **3RF2**

Phonics and Word Recognition

3RF3. Know and apply grade-level phonics and word analysis skills in decoding words. **3RF3**

- a. Identify and know the meaning of the most common prefixes and suffixes. **3RF3.A**
- b. There is not a grade 3 standard for this concept. **3RF3.B**
- b. Decode multi-syllabic words. **3RF3.B**
- c. Identify, know the meanings of, and decode words with suffixes. **3RF3.C**
- d. Recognize and read grade-appropriate irregularly spelled words. **3RF3.D**

Fluency

3RF4. Read grade-level text with sufficient accuracy and fluency to support comprehension. **3RF4**

- a. Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. **3RF4.A**
 - b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **3RF4.B**
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Writing Standards

Text Types and Purposes

- 3W1.** Write an argument to support claim(s), using clear reasons and relevant evidence. **3W1**
- a.** Introduce a claim, supported by details, and organize the reasons and evidence logically. **3W1.A**
 - b.** Use precise language and content-specific vocabulary. **3W1.B**
 - c.** Use linking words and phrases to connect ideas within categories of information. **3W1.C**
 - d.** Provide a concluding statement or section. **3W1.D**
- 3W2.** Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. **3W2**
- a.** Introduce a topic and organize related information together. **3W2.A**
 - b.** Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension. **3W2.B**
 - c.** Use precise language and content-specific vocabulary. **3W2.C**
 - d.** Use linking words and phrases to connect ideas within categories of information. **3W2.D**
 - e.** Provide a concluding statement or section. **3W2.E**
- 3W3.** Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. **3W3**
- a.** Establish a situation and introduce a narrator and/or characters. **3W3.A**
 - b.** Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **3W3.B**
 - c.** Use temporal words and phrases to signal event order. **3W3.C**
 - d.** Provide a conclusion. **3W3.D**
- 3W4.** Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other). **3W4**
- 3W5.** Begins in grade 4. **3W5**

Research to Build and Present Knowledge

- 3W6.** Conduct research to answer questions, including self-generated questions, and to build knowledge. **3W6**
- 3W7.** Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories. **3W7**
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Speaking and Listening

Comprehension and Collaboration

- 3SL1.** Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. **3SL1**
- a.** Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. **3SL1.A**
 - b.** Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic. **3SL1.B**
 - c.** Ask questions to check understanding of information presented and link comments to the remarks of others. **3SL1.C**
 - d.** Explains their own ideas and understanding of the discussion. **3SL1.D**
 - e.** Consider individual differences when communicating with others. **3SL1.E**
- 3SL2.** Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral). **3SL2**
- 3SL3.** Ask and answer questions in order to evaluate a speaker's point of view, offering appropriate elaboration and detail. **3SL3**
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Presentation of Knowledge and Ideas

- 3SL4.** 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. **3SL4**
- 3SL5.** Include digital media and/or visual displays in presentations to emphasize certain facts or details. **3SL5**
- 3SL6.** Identify contexts that call for academic English or informal discourse. **3SL6**
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Language Standards

Knowledge of Language

- 3L3.** Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing. **3L3**
- a.** Choose words and phrases for effect. **3L3.A**
 - b.** Recognize and observe differences between the conventions of spoken and written standard English. **3L3.B**

Vocabulary Acquisition and Use

- 3L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based, choosing flexibly from a range of strategies, including, but not limited to the following. **3L4**
- a.** Use sentence-level context as a clue to the meaning of a word or phrase. **3L4.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). **3L4.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). **3L4.C**
 - d.** Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. **3L4.D**
- 3L5.** Demonstrate understanding of word relationships and nuances in word meanings. **3L5**
- a.** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). **3L5.A**
 - b.** Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or helpful). **3L5.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). **3L5.C**
- 3L6.** Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert). **3L6**
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Conventions of Academic English/Language for Learning

Core Conventions

1. Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. [L.1](#)
16. Produce simple, compound, and complex sentences. [L.1.16](#)
17. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences. [L.1.17](#)
18. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). [L.1.18](#)
19. Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences. [L.1.19](#)
20. Form and use regular and irregular plural nouns. [L.1.20](#)
21. Use abstract nouns. [L.1.21](#)
22. Form and use regular and irregular verbs. [L.1.22](#)
23. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). [L.1.23](#)
24. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). [L.1.24](#)
25. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). [L.1.25](#)
26. Use verb tense to convey various times, sequences, states, and conditions. [L.1.26](#)
27. Recognize and correct inappropriate shifts in verb tense. [L.1.27](#)
28. Ensure subject-verb and pronoun-antecedent agreement. [L.1.28](#)
29. Use coordinating and subordinating conjunctions. [L.1.29](#)
30. Use and identify prepositional phrases. [L.1.30](#)
31. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. [L.1.31](#)
32. Correctly use frequently confused words (e.g., to, too, two; there, their). [L.1.32](#)

Core Punctuation and Spelling

2. Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. [L.2](#)
9. Capitalize appropriate words in titles. [L.2.9](#)
10. Use correct capitalization. [L.2.10](#)
11. Use commas in addresses. [L.2.11](#)
12. Use commas and quotation marks in dialogue. [L.2.12](#)
 - a. Use commas and quotation marks to mark direct speech and quotations from a text. [L.2.12.A](#)
13. Use a comma before a coordinating conjunction in a compound sentence. [L.2.13](#)
14. Use a comma to separate an introductory element from the rest of the sentence. [L.2.14](#)
15. Use punctuation to separate items in a series. [L.2.15](#)
16. Form and use possessives. [L.2.16](#)
17. Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness). [L.2.17](#)
18. Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [L.2.18](#)
 - a. Spell grade-appropriate words correctly, consulting references as needed. [L.2.18.A](#)
19. Use quotation marks or italics to indicate titles of works. [L.2.19](#)