

# Grade 3

Adopted 2018

## Reading Literature

**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** *RL.1*

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. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.** *RL.2*

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. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** *RL.3*

3. Describe characters in a story and explain how their actions contribute to the sequence of events. *RL.3.3*

**4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.** *RL.4*

4. Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text. *RL.3.4*

**5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** *RL.5*

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. Assess how point of view, perspective, or purpose shapes the content and style of a text.** *RL.6*

6. Distinguish their own point of view from that of the narrator or those of the characters. *RL.3.6*

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**7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. [RL.7](#)**

7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. [RL.3.7](#)
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**8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. [RL.8](#)**

K-12 not applicable to literature.

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**9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. [RL.9](#)**

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](#)
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**10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. [RL.10](#)**

10. By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. [RL.3.10](#)
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**Reading Informational Text**

**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. [RI.1](#)**

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](#)
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**2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. [RI.2](#)**

2. Determine the main idea of a text; recount the key details and explain how they support the main idea. [RI.3.2](#)
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**3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. [RI.3](#)**

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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**4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. [RI.4](#)**

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](#)

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- 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** **RI.5**
5. Use text features and search tools to locate information relevant to a given topic efficiently. **RI.3.5**
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- 6. Assess how point of view, perspective, or purpose shapes the content and style of a text.** **RI.6**
6. Distinguish their own point of view from that of the author of a text. **RI.3.6**
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- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** **RI.7**
7. Use information gained from illustrations and the words in a text to demonstrate understanding of the text. **RI.3.7**
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- 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** **RI.8**
8. Describe how the author connects ideas between sentences and paragraphs to support specific points in a text. **RI.3.8**
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- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** **RI.9**
9. Compare and contrast the most important points and key details presented in two texts on the same topic. **RI.3.9**
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- 10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.** **RI.10**
10. By the end of grade 3, read and understand informational texts at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. **RI.3.10**
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## **Reading Foundational Skills**

### **Handwriting**

2. Create readable documents with legible handwriting (manuscript and cursive). **RF.3.2**

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## Phonics and Word Recognition

4. Know and apply grade-level phonics and word analysis skills in decoding words. **RF.3.4**
    - a. Identify and know the meaning of the most common prefixes and derivational suffixes. **RF.3.4.A**
    - b. Decode words with common Latin suffixes. **RF.3.4.B**
    - c. Decode multisyllabic words. **RF.3.4.C**
    - d. Read grade-appropriate irregularly spelled words. **RF.3.4.D**
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## Fluency

5. Read with sufficient accuracy and fluency to support comprehension. **RF.3.5**
    - a. Read on-level text with purpose and understanding. **RF.3.5.A**
    - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **RF.3.5.B**
    - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **RF.3.5.C**
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## Writing

- 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **W.1****
  1. Write opinion pieces on topics or texts, supporting a point of view with reasons. **W.3.1**
    - a. Organize information and ideas around a topic to plan and prepare to write. **W.3.1.A**
    - b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **W.3.1.B**
    - c. Provide reasons that support the opinion. **W.3.1.C**
    - d. Use linking words and phrases to connect opinion and reasons. **W.3.1.D**
    - e. Provide a concluding statement or section. **W.3.1.E**
    - f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose. **W.3.1.F**

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**2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.** W.2

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2
- a. Organize information and ideas around a topic to plan and prepare to write. W.3.2.A
  - b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. W.3.2.B
  - c. Develop the topic with facts, definitions, and details. W.3.2.C
  - d. Use linking words and phrases to connect ideas within categories of information. W.3.2.D
  - e. Provide a concluding statement or section. W.3.2.E
  - f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose. W.3.2.F

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**3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** W.3

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.3.3
- a. Organize information and ideas around a topic to plan and prepare to write. W.3.3.A
  - b. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.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. W.3.3.C
  - d. Use temporal transition words and phrases to signal event order. W.3.3.D
  - e. Provide a sense of closure. W.3.3.E
  - f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose. W.3.3.F

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**4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.** W.4

4. With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others. W.3.4

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**5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.** W.5

5. Conduct short research projects that build knowledge about a topic. W.3.5

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**6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.** W.6

6. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W.3.6

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## Speaking and Listening

**1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.** SL.1

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. 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
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**2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** SL.2

2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.2

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**3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.** SL.3

3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. SL.3.3

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**4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.** SL.4

4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace. SL.3.4

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**5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. SL.5**

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
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**Language**

**1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. L.1**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. L.3.1
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**2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. L.2**

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum. L.3.2
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**3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.3**

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
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**4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. L.4**

4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. L.3.4

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**5. Demonstrate understanding of figurative language and nuances in word meanings. L.5**

5. Demonstrate understanding of nuances in word meanings. L.3.5
- a. Distinguish the literal and non-literal meanings of words and phrases in context. L.3.5.A
  - b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. L.3.5.B

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**6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. L.6**

6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. L.3.6