

# Grade 3

Adopted 2021

## Reading Standards for Foundational Skills

### 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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## Reading Standards for Literature

1. **Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a 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.1.1**
2. **Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** **RL.2**
  2. Retell 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 a text. **RL.2.2**
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 (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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**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, 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, distinguishing literal from figurative language. RL.3.4

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**5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole. RL.5**

5. Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections. RL.3.5

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

6. Distinguish their own point of view from that of a text's narrator or those of its 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 (e.g., create mood, emphasize aspects of a character or setting). 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**

8. Not applicable. RL.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. RL.9**

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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**10. Independently and proficiently read and comprehend complex literary and informational texts. RL.10**

10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3. RL.3.10

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## Reading Standards for Informational Text

**1. Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a 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 or themes 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, mathematical 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, including determining technical, connotative, and figurative meanings, 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 a text relate to each other and the whole. RI.5**

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
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**6. Assess how point of view 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 (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 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 the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 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. Independently and proficiently read and comprehend complex literary and informational texts.** RI.10

10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. RI.3.10
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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 an opinion 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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**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. 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

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**3. Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. W.3**

3. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences. W.3.3
- a. Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence. W.3.3.A
  - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations. W.3.3.B
  - c. Use figurative language to suggest images. W.3.3.C
  - d. Use temporal words and phrases to signal order where appropriate. W.3.3.D
  - e. Provide a sense of closure. W.3.3.E
  - f. For poems, use words and phrases that form patterns of sound (e.g., rhyme, repetition of sounds within words or within lines) to create meaning or effect. W.3.3.F

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**4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.4**

4. Produce writing in which the development and organization are appropriate to task, purpose, and audience. W.3.4

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**5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5**

5. Develop and strengthen writing as needed by planning, revising, and editing. W.3.5
- a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3). W.3.5.A
  - b. Demonstrate the ability to choose and use appropriate vocabulary W.3.5.B

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**6. Use technology to produce and publish writing and to interact and collaborate with others. W.6**

6. Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. W.3.6

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**7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. W.7**

7. Conduct short research projects that build knowledge about a topic. W.3.7

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**8. When conducting research, 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.8**

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

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**9. Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. W.9**

9. Begins in grade 4. W.3.9

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**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 tasks, purposes, and audiences. W.10**

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

**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 (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
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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.
- The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

**SL.4**

4. Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. **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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**6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate** **SL.6**

6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **SL.3.6**

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## Language Standards

**1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** **L.1**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. **L.3.1**

a. Produce, expand, and rearrange complete simple, compound, and complex sentences. **L.3.1.A**

b. Ensure subject-verb and pronoun-antecedent agreement. **L.3.1.B**

c. Use verbs in the present, past, and future tenses and choose among them depending on the overall meaning of the sentence. **L.3.1.C**

d. Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence. **L.3.1.D**

e. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence. **L.3.1.E**

f. Use abstract nouns. **L.3.1.F**

g. Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs. **L.3.1.G**

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**2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** L.2

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.2
- a. Write legibly and fluently by hand, using either printing or cursive handwriting. L.3.2.A
  - b. Capitalize appropriate words in titles. L.3.2.B
  - c. Use commas in addresses. L.3.2.C
  - d. Use commas and quotation marks in dialogue. L.3.2.D
  - e. Form and use possessives. L.3.2.E
  - f. 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.F
  - g. Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., "Three pandas could be seen eating leaves high in the bamboo grove."). L.3.2.G
  - h. 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.H
  - i. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.3.2.I

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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 English. L.3.3.B

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

4. Determine 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. 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
  - e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map). L.3.4.E
  - f. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >). L.3.4.F

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

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

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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 gathering vocabulary knowledge. 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