

# Grade 3

Adopted 2017

## Reading Standards for Literature

### 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. 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.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 figurative language. [RL.3.4](#)
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](#)
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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### 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. [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. 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

### 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, 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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### 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, 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**
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**
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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### Range of Reading and Level of Text Complexity

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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## 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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## Writing

### Text Types and Purposes

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**
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**
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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### **Production and Distribution of Writing**

4. Produce writing in which the development and organization are appropriate to task, purpose, and audience. **W.3.4**
5. Develop and strengthen writing as needed by planning, revising, and editing. **W.3.5**
  - a. Demonstrate command of standard English conventions. **W.3.5.A**
  - b. Demonstrate the ability to choose and use appropriate vocabulary **W.3.5.B**
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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### **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**

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### **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**

### **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 and formats, including visually, 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, 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**
  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. **SL.3.6**
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## Language

### Conventions of Standard English

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**
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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### 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 English. **L.3.3.B**

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### Vocabulary Acquisition and Use

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**
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. **L.3.6**