

Grade 3

Language Domain

Foundational Skills: Reading Language

3 Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. **L.RF.3.3**

A Identify and know the meaning of the most common prefixes and derivational suffixes. **L.RF.3.3.A**

B Decode words with common Latin suffixes. **L.RF.3.3.B**

C Decode multisyllable words. **L.RF.3.3.C**

D Read grade-appropriate irregularly spelled words. **L.RF.3.3.D**

E Analyze the parts of high-frequency words that are regular and the parts that are irregular. **L.RF.3.3.E**

4 Fluency

4. Read with sufficient accuracy and fluency to support comprehension. **L.RF.3.4**

A Read grade-level text with purpose and understanding. **L.RF.3.4.A**

B Read grade-level text orally with accuracy, appropriate rate, and expression. **L.RF.3.4.B**

C Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **L.RF.3.4.C**

Foundational Skills: Writing Language

2 Spelling

2. Demonstrate command of the conventions of encoding and spelling. **L.WF.3.2**
 - A Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families). **L.WF.3.2.A**
 - B Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words. **L.WF.3.2.B**
 - C Identify language of word origin, as noted in dictionaries. **L.WF.3.2.C**
 - D Spell singular and plural possessives (teacher's; teachers') **L.WF.3.2.D**
 - E Change y to i (cried) in words with suffixes, when required **L.WF.3.2.E**
 - F Spell regular two- and three-syllable words that:
 - i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel -r, Consonant-le.
 - ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-, -able, -ness, -ful) and suffix -tion. **L.WF.3.2.F**
 - G Spell common words in English, including regular and irregular forms. **L.WF.3.2.G**

3 Sentence Composition (Grammar, Syntax, and Punctuation)

3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills. **L.WF.3.3**
 - A Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns. **L.WF.3.3.A**
 - B Capitalize appropriate words in titles. **L.WF.3.3.B**
 - C Choose and maintain consistency of tense, writing nouns and verbs that agree in tense. **L.WF.3.3.C**
 - D Use common regular and irregular plural forms, writing nouns and verbs that agree in number. **L.WF.3.3.D**
 - E Use appropriate pronouns with clear referents. **L.WF.3.3.E**
 - F Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses). **L.WF.3.3.F**
 - G Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so. **L.WF.3.3.G**
 - H Paraphrase a main idea or event in order to vary sentence structure and word use. **L.WF.3.3.H**
 - I Organize ideas into paragraphs with main ideas and supporting details. **L.WF.3.3.I**
1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L.KL.3.1**

- A Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases. [L.KL.3.1.A](#)
 - B Choose words and phrases for effect. [L.KL.3.1.B](#)
 - C Recognize and observe differences between the conventions of spoken and written English. [L.KL.3.1.C](#)
2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. [L.VL.3.2](#)
- A Use sentence-level context as a clue to the meaning of a word or phrase. [L.VL.3.2.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.VL.3.2.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.VL.3.2.C](#)
 - D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [L.VL.3.2.D](#)
3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. [L.VI.3.3](#)
- A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). [L.VI.3.3.A](#)
 - B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [L.VI.3.3.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.VI.3.3.C](#)

Reading Domain

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Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures). [RL.CI.3.2](#)

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Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text. [RL.IT.3.3](#)

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Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms

4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. [RL.TS.3.4](#)

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Distinguish their own point of view from that of the narrator or those of the characters. [RL.PP.3.5](#)

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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.MF.3.6](#)

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Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text. **RI.AA.3.7**

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Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series). **RL.CT.3.8**

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Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic. **RI.CT.3.8**

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Writing Domain

Write opinion texts to present an idea with reasons and information. **W.AW.3.1**

Writing Domain

A Introduce an opinion clearly. **W.AW.3.1.A**

B Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic. **W.AW.3.1.B**

C Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons. **W.AW.3.1.C**

D Provide a conclusion related to the opinion presented. **W.AW.3.1.D**

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [W.IW.3.2](#)

- A** Introduce a topic clearly. [W.IW.3.2.A](#)
- B** Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic. [W.IW.3.2.B](#)
- C** Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. [W.IW.3.2.C](#)
- D** Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore). [W.IW.3.2.D](#)
- E** Provide a conclusion related to the information or explanation presented. [W.IW.3.2.E](#)

Write narratives to develop real or imagined experiences or events with basic story elements. [W.NW.3.3](#)

- A** Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence. [W.NW.3.3.A](#)
- B** Use dialogue and description to develop experiences and events or show the responses of characters to situations. [W.NW.3.3.B](#)
- C** Use transitional words and phrases to manage the sequence of events. [W.NW.3.3.C](#)
- D** Use concrete words and phrases and sensory details to convey experiences and events. [W.NW.3.3.D](#)
- E** Provide a conclusion or sense of closure that follows the narrated experiences or events. [W.NW.3.3.E](#)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [W.WP.3.4](#)

- A** Identify audience, purpose, and intended length of composition before writing. [W.WP.3.4.A](#)
- B** Consider writing as a process, including self-evaluation, revision and editing. [W.WP.3.4.B](#)
- C** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice. [W.WP.3.4.C](#)

Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic. [W.WR.3.5](#)

- 5.** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic. [W.WR.3.5](#)

Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic. [W.SE.3.6](#)

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Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely. [W.RW.3.7](#)

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Speaking and Listening Domain

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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.PE.3.1](#)

A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. [SL.PE.3.1.A](#)

B Follow agreed-upon norms 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.PE.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.PE.3.1.C](#)

D Explain their own ideas and understanding in light of the discussion. [SL.PE.3.1.D](#)

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.II.3.2](#)

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.II.3.2](#)

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [SL.ES.3.3](#)

3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [SL.ES.3.3](#)

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.PI.3.4](#)

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.PI.3.4](#)

Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details [SL.UM.3.5](#)

5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details [SL.UM.3.5](#)

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [SL.AS.3.6](#)

6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [SL.AS.3.6](#)