

Grade 3

Adopted 2021

Recurring Standards K-3

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.** *K-3.R1*

- R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.** *K-3.R2*

- R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.** *K-3.R3*

- R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.** *K-3.R4*

- R5. Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.** *K-3.R5*

Literacy Foundations K-3

Oral Language

- 1. Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules. *3.LF.1*
 - a. Elaborate on responses in conversations and discussions. *3.LF.1.A*
- 2. Present information orally using complex sentence structures, appropriate volume, and clear pronunciation. *3.LF.2*
 - a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond. *3.LF.2.A*
- 3. Apply oral literacy skills by participating in a variety of oral language activities. *3.LF.3*
- 4. Ask and answer questions using complete sentences and grade-level vocabulary. *3.LF.4*
- 5. Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar. *3.LF.5*
- 6. Use digital tools to enhance oral presentations, working collaboratively. *3.LF.6*

Concepts of Print

Phonological Awareness/Phonemic Awareness

7. Demonstrate advanced phonemic awareness skills in spoken words. **3.LF.7**
 - a. Delete phonemes in initial and final blends of a spoken word. **3.LF.7.A**
 - b. Substitute phonemes in initial and final blends in a spoken word. **3.LF.7.B**
 - c. Reverse phonemes in a spoken word. **3.LF.7.C**
 - d. In a series of words, apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution and resequencing of sounds from one word to the next. **3.LF.7.D**
 - e. Use knowledge of syllable and affix substitution and deletion to demonstrate morphological changes. **3.LF.7.E**

Phonics

8. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context. **3.LF.8**
 - a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or schwa syllables. **3.LF.8.A**
 - b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. **3.LF.8.B**
 - c. Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph eigh, combinations, diphthongs, and silent letter combinations. **3.LF.8.C**
 - d. Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency. **3.LF.8.D**
 - e. Decode and encode multisyllabic words using knowledge of stress or accent to pronounce a word correctly, including the schwa sound when appropriate. **3.LF.8.E**
 - f. Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots. **3.LF.8.F**
 - g. Decode and encode contractions with am, is, has, not, have, would, and will. **3.LF.8.G**
 - h. Decode and encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning. **3.LF.8.H**
 - i. Decode and encode words with hard and soft c and g. **3.LF.8.I**
 - j. Decode and encode grade-appropriate high frequency words that follow regular and irregular phoneme-grapheme correspondences, using knowledge of the specific sound-symbol correspondences that are irregular. **3.LF.8.J**

Fluency

9. Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context. **3.LF.9**
10. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension. **3.LF.10**
11. Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression. **3.LF.11**
12. Read high-frequency words commonly found in grade-appropriate text accurately and automatically. **3.LF.12**

Vocabulary

13. Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge. **3.LF.13**
 - a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning. **3.LF.13.A**
14. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives. **3.LF.14**
 - a. Determine meaning of words using synonyms in context. **3.LF.14.A**
 - b. Determine meaning of words using antonyms as a clue. **3.LF.14.B**
 - c. Describe the similarities and differences between related words. **3.LF.14.C**
 - d. Use knowledge of homophones to determine appropriate use of words. **3.LF.14.D**
 - e. Interpret figurative language. **3.LF.14.E**
 - f. Identify relationships and nuances in word meanings to determine real-life connections between words and their use. **3.LF.14.F**
15. Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text. **3.LF.15**
 - a. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections. **3.LF.15.A**
 - b. Apply knowledge of the changes in tense `(-ed)`, number `(-s)`, and degree (`-er` and `-est`) signified by inflected endings to determine the meaning of a word. **3.LF.15.B**
 - c. Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning. **3.LF.15.C**
 - d. Identify common Latin and Greek roots and use them to determine the meaning of unfamiliar words. **3.LF.15.D**
 - e. Sort words with shared and varied suffixes by parts of speech. **3.LF.15.E**
16. Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text. **3.LF.16**
17. Use grade-level academic and domain-specific vocabulary in writing. **3.LF.17**

Comprehension

18. Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing. **3.LF.18**
19. Determine the explicit or implied main idea and supporting details of a text. **3.LF.19**
 - a. Explain how supporting details contribute to the main idea, using textual evidence. **3.LF.19.A**
 - b. Recount or summarize the key ideas from the text. **3.LF.19.B**
20. Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters. **3.LF.20**
21. Identify and interpret various cohesive devices that link words and sentences to one another within the text. **3.LF.21**
22. Describe literary elements within a story, including setting, plot, characters, and themes. **3.LF.22**
 - a. Describe in detail the characters' behavior, emotions, and traits and explain how their actions influence events in the story. **3.LF.22.A**
 - b. Explain how the characters' actions and dialogue contribute to the meaning of the story. **3.LF.22.B**
 - c. Identify the central message, theme, or moral in a story, including myths, fables, and folktales, and explain the meaning conveyed in the passage. **3.LF.22.C**
 - d. Compare and contrast the themes, settings, and plots from two texts. **3.LF.22.D**
23. Identify and use text features in informational passages to locate information. **3.LF.23**
 - a. Explain how text features support details in the text. **3.LF.23.A**
 - b. Explain how illustrations contribute to meaning in a story. **3.LF.23.B**
 - c. Interpret text features used in written and digital formats. **3.LF.23.C**
24. Identify the text structures within literary and informational texts. **3.LF.24**
 - a. Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence. **3.LF.24.A**
25. Identify statements in informational texts as facts or opinions. **3.LF.25**
 - a. Use prior knowledge and/or details from the text to distinguish fact from opinion. **3.LF.25.A**
 - b. Use information gathered from research to evaluate opinions. **3.LF.25.B**
26. Use text comparisons (text to text, text to self, and text to world) to make meaning. **3.LF.26**

- a. Use prior knowledge to determine similarities between texts they are reading and texts they have previously read. **3.LF.26.A**
- b. Compare different versions of the same story. **3.LF.26.B**
- 27. Read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning. **3.LF.27**
- 28. Identify the narration of a literary text as first person or third person. **3.LF.28**
- 29. Determine the main idea of a text read aloud or information presented in an audible format. **3.LF.29**
- 30. Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions *for, and, nor, but, or, yet*, or *so*, and complex sentences to help build syntactic awareness and comprehension at the sentence level. **3.LF.30**

Writing

31. Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words. [3.LF.31](#)
32. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately. [3.LF.32](#)
 - a. Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words. [3.LF.32.A](#)
 - b. Encode multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or schwa syllables. [3.LF.32.B](#)
 - c. Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph eigh, vowel y, hard and soft c and g, silent letter combinations, and contractions. [3.LF.32.C](#)
 - d. Encode words with less common prefixes, suffixes, and common Latin roots. [3.LF.32.D](#)
 - e. Encode frequently confused homophones accurately, using context to determine correct spelling. [3.LF.32.E](#)
33. Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure. [3.LF.33](#)
34. Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion. [3.LF.34](#)
35. Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion. [3.LF.35](#)
36. Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade. [3.LF.36](#)
 - a. Use articles a, an, and the correctly. [3.LF.36.A](#)
 - b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys. [3.LF.36.B](#)
 - c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs. [3.LF.36.C](#)
 - d. Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names. [3.LF.36.D](#)
37. Compose simple, compound, and complex sentences with correct subject-verb agreement. [3.LF.37](#)
 - a. Identify and correct sentence fragments and run-on sentences. [3.LF.37.A](#)

