

# Grade 3

Adopted 2022

## Foundational Reading

### Phonics and Decoding

3. Use knowledge of grade-level phonics and word analysis skills to decode words. **3.FR.3**
  - a. Decode words when known affixes are added to a known word (e.g., visit/revisit, appear/disappear, lead/mislead, care/careful). **3.FR.3.A**
  - b. Decode words with common Greek and Latin roots (e.g., trans, port, bio). **3.FR.3.B**
  - c. Decode multisyllable words. **3.FR.3.C**
  - d. Read grade-appropriate irregularly spelled words (e.g., come, friend, today). **3.FR.3.D**

## Reading Comprehension

### Text Complexity

1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. **3.RC.1**

### Volume of Reading to Build Knowledge

2. Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary. **3.RC.2**

### Textual Evidence

3. Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers. **3.RC.3**

### Reading Fluency

4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension. **3.RC.4**

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## Literature

5. Use evidence from literature to demonstrate understanding of grade-level texts. **3.RC.5**
  - a. Describe key details from stories (including folktales, fables, and tall tales) from diverse cultures and explain how they support the central lesson, moral, or theme. **3.RC.5.A**
  - b. Explain how characters develop (e.g., their traits, motivations, or feelings) throughout the text. **3.RC.5.B**
  - c. Explain major structural differences between poems, plays, and prose. **3.RC.5.C**
  - d. Explain the difference between a narrator's point of view and various characters' perspectives in stories. **3.RC.5.D**
  - e. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. **3.RC.5.E**

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## Nonfiction Text

6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts. **3.RC.6**
    - a. Describe key details from texts and explain how they support the central idea. **3.RC.6.A**
    - b. Describe the relationship between a series of events, concepts, steps, or procedures in historical, scientific, or technical texts, using words that pertain to comparison, sequence, or cause/effect. **3.RC.6.B**
    - c. Describe major structural differences between the organization of different informational texts (e.g., description, sequence, comparison, problem-solution, cause-effect). **3.RC.6.C**
    - d. Explain the logical connection between particular facts and reasons in texts. **3.RC.6.D**
    - e. Compare and contrast important points and key supporting details presented in two texts on the same topic. **3.RC.6.E**
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## Vocabulary Development

### Word Building

1. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing flexibly from a range of strategies. **3.VD.1**
    - a. Use sentence-level context as clues to the meaning of words or phrases. **3.VD.1.A**
    - b. Determine the meaning of new words formed when known affixes are added to a known word (e.g., expensive/ inexpensive, lock/unlock, help/helpless, care/careless). **3.VD.1.B**
    - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., transport, portable). **3.VD.1.C**
    - d. Use glossaries or beginning dictionaries, print or digital, to clarify the precise meaning of key words and phrases. **3.VD.1.D**
  2. Determine how words and phrases provide meaning and nuance to grade-level texts. **3.VD.2**
    - a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). **3.VD.2.A**
    - b. Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). **3.VD.2.B**
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### Academic Vocabulary

3. Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing. **3.VD.3**
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## Research Strand

### Inquiry Process to Build, Present, and Use Knowledge

1. Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently. **3.RS.1**
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### Deep Reading on Topics to Build Knowledge

2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) **3.RS.2**
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## Writing Strand

### Range of Writing

1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc. **3.W.1**
  2. Write arguments that introduce the topic, express an opinion supported with facts, details, and reasons, and provide a concluding statement. **3.W.2**
  3. Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement. **3.W.3**
  4. Write personal or fictional stories that recount an event or experience, include details to develop the characters or event(s), and provide a sense of closure. **3.W.4**
  5. Group related information within a paragraph, using common linking words and phrases to connect ideas and information. **3.W.5**
  6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.) **3.W.6**
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### Handwriting and Keyboarding

7. Write legibly in cursive, leaving space between letters in a word, in a sentence, and at the edges of the paper. **3.W.7**
  8. Use keyboarding skills to produce and publish writing. **3.W.8**
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## Oral and Digital Communications Strand

### Oral Communications

1. Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed. **3.ODC.1**
  2. Determine the main ideas and supporting details of a text read aloud or information presented in a variety of media (audio, visual, and quantitative). **3.ODC.2**
  3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **3.ODC.3**
  4. Report orally 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. **3.ODC.4**
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### Digital Communications

5. With support, evaluate whether a digital source is factual or not by considering its use of evidence. **3.ODC.5**
  6. Use information gained digitally to determine where, when, why, and how key events occur. **3.ODC.6**
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## Grammar and Conventions

### Grammar and Usage

1. Demonstrate command of the conventions of English grammar and usage when writing or speaking. **3.GC.1**
    - a. Form and use the progressive and perfect verb tenses. **3.GC.1.A**
    - b. Form and use comparative and superlative adjectives and adverbs. **3.GC.1.B**
    - c. Use collective nouns (e.g., family, crew, assembly) matched to plural verb forms. **3.GC.1.C**
    - d. Form and use regular and irregular plural nouns (e.g., fish, teeth). **3.GC.1.D**
    - e. Use common, proper, and possessive nouns. **3.GC.1.E**
    - f. Use coordinating and subordinating conjunctions. **3.GC.1.F**
    - g. Produce, expand, and rearrange simple and compound sentences. **3.GC.1.G**
    - h. Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification. **3.GC.1.H**
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### Mechanics

2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. **3.GC.2**
  - a. Commas in addresses and dates. **3.GC.2.A**
  - b. Commas and quotation marks in dialogue. **3.GC.2.B**
  - c. Forming and using possessives. **3.GC.2.C**
  - d. Capitalize appropriate words in titles. **3.GC.2.D**
3. Use knowledge of spelling in writing. **3.GC.3**
  - a. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. **3.GC.3.A**
  - b. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words. **3.GC.3.B**
  - c. Spell high-frequency irregular words correctly (e.g., who, what, why). **3.GC.3.C**
  - d. Consult reference materials to check and correct spelling. **3.GC.3.D**