

Grade 3

Adopted 2019

Reading Foundational Skills

Print Concepts

1. No Print Concepts standard for grade 3. [RF.3.1](#)
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Phonological Awareness

2. No Phonological Awareness standard for grade 3. [RF.3.2](#)
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Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.3.3](#)
 - a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes. [RF.3.3.A](#)
 - b. Decode multisyllabic words. [RF.3.3.B](#)
 - c. Read grade-appropriate irregularly spelled words. [RF.3.3.C](#)
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Fluency

4. Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. [RF.3.4](#)
 - a. Read grade-level text with purpose and understanding. [RF.3.4.A](#)
 - b. Fluently read grade-level prose and poetry orally 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

Key Ideas and Details

1. Ask and answer questions, and make and support logical inferences to construct meaning from the text. [RL.3.1](#)
2. Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folk tales and myths from diverse cultures. [RL.3.2](#)
3. Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot. [RL.3.3](#)

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning. **RL.3.4**
5. Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures. **RL.3.5**
6. Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text. **RL.3.6**

Integration of Knowledge and Ideas

7. Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting. **RL.3.7**
8. Not applicable to literature. **RL.3.8**
9. Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters. **RL.3.9**

Range of Reading and Level of Text Complexity

10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. **RL.3.10**

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer questions, and make and support logical inferences in order to construct meaning from the text. **RI.3.1**
2. Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text. **RI.3.2**
3. Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text. **RI.3.3**

Craft and Structure

4. Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning. **RI.3.4**
5. Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure. **RI.3.5**
6. Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text. **RI.3.6**

Integration of Knowledge and Ideas

7. Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text. **RI.3.7**
8. Describe how reasons and evidence support specific claims the author makes in a text. **RI.3.8**
9. Explain the relationship between information from two or more texts on the same theme or topic. **RI.3.9**

Range of Reading and Level of Text Complexity

10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. **RI.3.10**

Handwriting

1. Legibly form cursive letters, words, and sentences with accepted norms. **HW.3.1**
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Composition

Text Types and Purposes

1. Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. **C.3.1**
 - a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **C.3.1.A**
 - b. Introduce the topic, followed by opinion statement, and create an organizational structure. **C.3.1.B**
 - c. Provide reasons with elaborate details to support the opinion. **C.3.1.C**
 - d. Use grade-appropriate transitions. **C.3.1.D**
 - e. Provide a concluding section. **C.3.1.E**
 - f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. **C.3.1.F**
2. Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information. **C.3.2**
 - a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **C.3.2.A**
 - b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **C.3.2.B**
 - c. Develop the topic with facts, definitions and details. **C.3.2.C**
 - d. Use grade-appropriate conjunctions to develop text structure within sentences. **C.3.2.D**
 - e. Use grade-appropriate transitions to develop text structure across paragraphs. **C.3.2.E**
 - f. Provide a concluding section. **C.3.2.F**
 - g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. **C.3.2.G**
3. Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences. **C.3.3**
 - a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **C.3.3.A**
 - b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure. **C.3.3.B**
 - c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. **C.3.3.C**
 - d. Use temporal words and phrases to signal event order. **C.3.3.D**
 - e. Create a sense of closure that follows the narrated experiences or events. **C.3.3.E**
 - f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. **C.3.3.F**

Production and Distribution

4. With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others. **C.3.4**

Research to Build and Present Knowledge

5. Conduct short research projects that build knowledge about a topic. **C.3.5**
6. Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories. **C.3.6**

Range of Writing

7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. **C.3.7**

Language

Conventions of Standard English

1. When writing or speaking, demonstrate command of the conventions of standard English grammar and us-age. **L.3.1**
 - a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. **L.3.1.A**
 - b. Form and use regular and irregular plural nouns. **L.3.1.B**
 - c. Use abstract nouns. **L.3.1.C**
 - d. Form and use regular and irregular verbs. **L.3.1.D**
 - e. Use verb tenses. **L.3.1.E**
 - f. Ensure subject-verb and pronoun-antecedent agreement. **L.3.1.F**
 - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. **L.3.1.G**
 - h. Use coordinating and subordinating conjunctions. **L.3.1.H**
 - i. Produce simple, compound and complex sentences. **L.3.1.I**
2. When writing: **L.3.2**
 - a. Capitalize appropriate words in titles. **L.3.2.A**
 - b. Use commas in addresses. **L.3.2.B**
 - c. Use commas and quotation marks in dialogue. **L.3.2.C**
 - d. Use possessives. **L.3.2.D**
 - e. Use conventional spelling for high-frequency words where suffixes are added to base words. **L.3.2.E**
 - f. Use spelling patterns and generalizations in writing words. **L.3.2.F**
 - g. Consult reference materials as needed to check and correct spellings. **L.3.2.G**

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 Standard English. **L.3.3.B**

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 an array 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. **L.3.4.B**
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root. **L.3.4.C**
 - d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. **L.3.4.D**
 - e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. **L.3.4.E**
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. **L.3.5.A**
 - b. Demonstrate understanding of words by relating them to their synonyms and antonyms. **L.3.5.B**
 - c. Distinguish shades of meaning among related words that describe degrees of certainty. **L.3.5.C**