

Grade 3

Adopted 2014

Foundational Skills:
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. [CC.1.1](#)

Phonics and Word Recognition

- D. Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multisyllable words.
 - Read grade-appropriate irregularly spelled words.
- [CC.1.1.3.D](#)

Fluency

- E. Read with accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- [CC.1.1.3.E](#)

Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. [CC.1.2](#)

Key Ideas and Details - Main Idea

- A. Determine the main idea of a text; recount the key details and explain how they support the main idea. [CC.1.2.3.A](#)

Key Ideas and Details - Text Analysis

- B. Ask and answer questions about the text and make inferences from text; refer to text to support responses. [CC.1.2.3.B](#)
- C. Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. [CC.1.2.3.C](#)

Craft and Structure - Point of View

- D. Explain the point of view of the author. [CC.1.2.3.D](#)

Craft and Structure - Text Structure

- E. Use text features and search tools to locate and interpret information. [CC.1.2.3.E](#)

Craft and Structure - Vocabulary

- F. Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. [CC.1.2.3.F](#)

Integration of Knowledge and Ideas - Diverse Media

- G. Use information gained from text features to demonstrate understanding of a text. [CC.1.2.3.G](#)

Integration of Knowledge and Ideas - Evaluating Arguments

- H. Describe how an author connects sentences and paragraphs in a text to support particular points. [CC.1.2.3.H](#)

Integration of Knowledge and Ideas - Analysis Across Texts

- I. Compare and contrast the most important points and key details presented in two texts on the same topic. [CC.1.2.3.I](#)

Vocabulary Acquisition and Use

- J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. [CC.1.2.3.J](#)
- K. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. [CC.1.2.3.K](#)

Range of Reading

- L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. [CC.1.2.3.L](#)

Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. [CC.1.3](#)

Key Ideas and Details - Theme

- A. Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. [CC.1.3.3.A](#)

Key Ideas and Details - Text Analysis

- B. Ask and answer questions about the text and make inferences from text, referring to text to support responses. [CC.1.3.3.B](#)

Key Ideas and Details - Literary Elements

- C. Describe characters in a story and explain how their actions contribute to the sequence of events. [CC.1.3.3.C](#)

Craft and Structure - Point of View

- D. Explain the point of view of the author. [CC.1.3.3.D](#)

Craft and Structure - Text Structure

- E. Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections. [CC.1.3.3.E](#)

Craft and Structure - Vocabulary

- F. Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. [CC.1.3.3.F](#)

Integration of Knowledge and Ideas - Sources of Information

- G. 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). [CC.1.3.3.G](#)

Integration of Knowledge and Ideas - Text Analysis

- H. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. [CC.1.3.3.H](#)

Vocabulary Acquisition and Use - Strategies

- I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. [CC.1.3.3.I](#)

Vocabulary Acquisition and Use

- J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. [CC.1.3.3.J](#)

Range of Reading

- K. Read and comprehend literary fiction on grade level, reading independently and proficiently. [CC.1.3.3.K](#)

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. [CC.1.4](#)

Informative/Explanatory

- A. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [CC.1.4.3.A](#)

Informative/Explanatory - Focus

- B. Identify and introduce the topic. [CC.1.4.3.B](#)

Informative/Explanatory - Content

- C. Develop the topic with facts, definitions, details, and illustrations, as appropriate. [CC.1.4.3.C](#)

Informative/Explanatory - Organization

- D. Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. [CC.1.4.3.D](#)

Informative/Explanatory - Style

E. Choose words and phrases for effect. [CC.1.4.3.E](#)

Informative/Explanatory - Conventions of Language

F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. [CC.1.4.3.F](#)

Opinion/Argumentative

G. Write opinion pieces on familiar topics or texts. [CC.1.4.3.G](#)

Opinion/Argumentative - Focus

H. Introduce the topic and state an opinion on the topic. [CC.1.4.3.H](#)

Opinion/Argumentative - Content

I. Support an opinion with reasons. [CC.1.4.3.I](#)

Opinion/Argumentative - Organization

J. Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. [CC.1.4.3.J](#)

Opinion/Argumentative - Style

K. Use a variety of words and sentence types to appeal to the audience. [CC.1.4.3.K](#)

Opinion/Argumentative - Conventions of Language

L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. [CC.1.4.3.L](#)

Narrative

M. Write narratives to develop real or imagined experiences or events. [CC.1.4.3.M](#)

Narrative - Focus

N. Establish a situation and introduce a narrator and/or characters. [CC.1.4.3.N](#)

Narrative - Content

O. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [CC.1.4.3.O](#)

Narrative - Organization

P. Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. [CC.1.4.3.P](#)

Narrative - Style

Q. Choose words and phrases for effect. [CC.1.4.3.Q](#)

Narrative - Conventions of Language

- R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. [CC.1.4.3.R](#)

Response to Literature

- S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. [CC.1.4.3.S](#)

Production and Distribution of Writing - Writing Process

- T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [CC.1.4.3.T](#)

Technology and Publication

- U. With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. [CC.1.4.3.U](#)

Conducting Research

- V. Conduct short research projects that build knowledge about a topic. [CC.1.4.3.V](#)

Credibility, Reliability, and Validity of Sources

- W. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. [CC.1.4.3.W](#)

Range of Writing

- X. 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. [CC.1.4.3.X](#)

Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. [CC.1.5](#)

Comprehension and Collaboration - Collaborative Discussion

- A. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. [CC.1.5.3.A](#)

Comprehension and Collaboration - Critical Listening

- B. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. [CC.1.5.3.B](#)

Comprehension and Collaboration - Evaluating Information

- C. Ask and answer questions about information from a speaker, offering appropriate detail. [CC.1.5.3.C](#)

Presentation of Knowledge and Ideas - Purpose, Audience, and Task

- D. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. [CC.1.5.3.D](#)

Presentation of Knowledge and Ideas - Context

- E. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [CC.1.5.3.E](#)

Integration of Knowledge and Ideas - Multimedia

- F. 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. [CC.1.5.3.F](#)

Conventions of Standard English

- G. Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content. [CC.1.5.3.G](#)