

Grade 3

Adopted 2018

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. [CCR.R.1](#)
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. [CCR.R.2](#)
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. [CCR.R.3](#)

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. [CCR.R.4](#)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. [CCR.R.5](#)
6. Assess how point of view or purpose shapes the content and style of a text. [CCR.R.6](#)

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. [CCR.R.7](#)
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. [CCR.R.8](#)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. [CCR.R.9](#)

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently. [CCR.R.10](#)
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Reading Standards for Literature

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3.RL.1**
 2. Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. **3.RL.2**
 3. Describe characters in a story and explain how their actions contribute to the plot. **3.RL.3**
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Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **3.RL.4**
 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole. **3.RL.5**
 6. The student's point of view from that of the narrator or those of the characters. Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters. **3.RL.6**
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Integration of Knowledge and Ideas

7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. **3.RL.7**
 8. Not applicable to literature **3.RL.8**
 9. Compare and contrast the central message/themes, settings, and plots of stories written by the same author about the same or similar characters. **3.RL.9**
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Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend a variety of literary texts. **3.RL.10**
 - a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands). **3.RL.10.A**
 - b. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks. **3.RL.10.B**
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Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3.RI.1**
2. Determine the main idea of a text; identify the key details and explain how they support the main idea. **3.RI.2**
3. Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using language that pertains to time, sequence, and cause/effect. **3.RI.3**

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. [3.RI.4](#)
5. Use text features and search tools to locate information relevant to a given topic efficiently. [3.RI.5](#)
6. Identify the author's point of view based on text evidence and distinguish the student's point of view from that of the author. [3.RI.6](#)

Integration of Knowledge and Ideas

7. Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text. [3.RI.7](#)
8. Describe the logical connection between particular sentences and paragraphs in a text to support particular points the author makes. [3.RI.8](#)
9. Compare and contrast the main ideas and key details presented in two texts on the same topic. [3.RI.9](#)

Range of Reading and Level of Text Complexity

10. Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently. [3.RI.10](#)
 - a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands). [3.RI.10.A](#)
 - b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks. [3.RI.10.B](#)

Reading Standards: Foundational Skills K-5

Print Concepts

1. There is not a grade 3 standard for this concept. Please see preceding grades for more information. [3.RF.1](#)

Phonological Awareness

2. There is not a grade 3 standard for this concept. Please see preceding grades for more information. [3.RF.2](#)

Phonics and Word Recognitions

3. Know and apply grade-level phonics and word analysis skills in decoding words. [3.RF.3](#)
 - a. Identify and know the meaning of the most common prefixes and derivational suffixes. [3.RF.3.A](#)
 - b. Decode words with common Latin suffixes. [3.RF.3.B](#)
 - c. Decode multi-syllable words. [3.RF.3.C](#)
 - d. Read grade-appropriate high frequency words. [3.RF.3.D](#)

Fluency

4. Read with sufficient accuracy and fluency to support comprehension. **3.RF.4**
 - a. Read grade-level text with purpose and understanding. **3.RF.4.A**
 - b. Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. **3.RF.4.B**
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **3.RF.4.C**
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College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **CCR.W.1**
 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. **CCR.W.2**
 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **CCR.W.3**
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Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCR.W.4**
 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **CCR.W.5**
 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **CCR.W.6**
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Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. **CCR.W.7**
 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. **CCR.W.8**
 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. **CCR.W.9**
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Range of Writing

10. 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 tasks, purposes, and audiences. **CCR.W.10**
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Writing

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons. **3.W.1**
 - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped. **3.W.1.A**
 - b. Provide reasons that support the opinion. **3.W.1.B**
 - c. Use grade level appropriate linking words and phrases to connect opinion and reasons. **3.W.1.C**
 - d. Provide a conclusion. **3.W.1.D**
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **3.W.2**
 - a. Introduce a topic and group related information together; include text features when useful to support comprehension for the reader. **3.W.2.A**
 - b. Develop the topic with facts, definitions, and details. **3.W.2.B**
 - c. Use grade level appropriate linking words and phrase to connect ideas within categories of information. **3.W.2.C**
 - d. Provide a conclusion. **3.W.2.D**
3. Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences. **3.W.3**
 - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **3.W.3.A**
 - b. Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **3.W.3.B**
 - c. Use temporal words and phrases to signal event order. **3.W.3.C**
 - d. Provide a sense of closure conclusion (when appropriate to the genre). **3.W.3.D**

Production and Distribution of Writing

4. With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.) **3.W.4**
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) **3.W.5**
6. With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. **3.W.6**

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge about a topic. [3.W.7](#)
8. Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. [3.W.8](#)
9. Begins in grade 4 [3.W.9](#)

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks. [3.W.10](#)

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. [CCR.SL.1](#)
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. [CCR.SL.2](#)
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. [CCR.SL.3](#)

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. [CCR.SL.4](#)
 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. [CCR.SL.5](#)
 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. [CCR.SL.6](#)
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Speaking and Listening

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly. **3.SL.1**
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. **3.SL.1.A**
 - b. Follow agreed-upon rules for discussions. **3.SL.1.B**
 - c. Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others. **3.SL.1.C**
 - d. Explain their own ideas and understanding in light of the discussion. **3.SL.1.D**
 - e. Cooperate and problem solve as appropriate for productive group discussions **3.SL.1.E**
2. Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats. **3.SL.2**
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **3.SL.3**

Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace. **3.SL.4**
5. Create 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. **3.SL.5**
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) **3.SL.6**

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCR.L.1**
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CCR.L.2**

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **CCR.L.3**

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. **CCR.L.4**
5. Demonstrate understanding of word relationships and nuances in word meanings. **CCR.L.5**
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. **CCR.L.6**

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **3.L.1**
 - a. Write legibly in print or cursive, using appropriate spacing and margins. **3.L.1.A**
 - b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **3.L.1.B**
 - c. Form and use regular and irregular plural nouns. **3.L.1.C**
 - d. Use abstract nouns (e.g., childhood). **3.L.1.D**
 - e. Form and use regular and irregular verbs. **3.L.1.E**
 - f. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk) **3.L.1.F**
 - g. Ensure subject-verb and pronoun-antecedent agreement. **3.L.1.G**
 - h. Form and use adverbs and adjectives (comparative and superlative). **3.L.1.H**
 - i. Use coordinating and subordinating conjunctions. **3.L.1.I**
 - j. Produce simple, compound, and complex sentences **3.L.1.J**
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **3.L.2**
 - a. Capitalize appropriate words in titles. **3.L.2.A**
 - b. Use commas in addresses. **3.L.2.B**
 - c. Use commas and quotation marks in dialogue. **3.L.2.C**
 - d. Form and use possessives. **3.L.2.D**
 - e. Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed. **3.L.2.E**

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. **3.L.3**
 - a. Choose words and phrases for effect. **3.L.3.A**
 - b. Recognize and observe differences between formal and informal English. **3.L.3.B**

Vocabulary Acquisition and Use

4. Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases **3.L.4**
 - a. Use sentence-level context as a clue to the meaning of a word or phrase. **3.L.4.A**
 - b. Determine the meaning of words when affixes are added. **3.L.4.B**
 - c. Use a root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). **3.L.4.C**
 - d. Use print and digital reference materials to determine or clarify meaning of words and phrases. **3.L.4.D**
5. Demonstrate understanding of word relationships and subtle differences in word meanings. **3.L.5**
 - a. Distinguish the literal and nonliteral meanings of words and phrases in context. **3.L.5.A**
 - b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). **3.L.5.B**
 - c. Distinguish subtle differences among closely related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). **3.L.5.C**
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely. **3.L.6**