

# GRADE 3

## READING: LITERATURE

### Key Ideas and Details

- RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

### Craft and Structure

- RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.

### Integration of Knowledge and Ideas

- RL.3.7** 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)
- RL.3.8** (RL.3.8 not applicable to literature)
- RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

### Range of Reading and Level of Text Complexity

- RL.3.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

## READING: FOUNDATIONAL SKILLS

### Phonics and Word Recognition

- RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.3.3a** Identify and know the meaning of the most common prefixes and derivational suffixes.
- RF.3.3b** Decode words with common Latin suffixes.
- RF.3.3c** Decode multisyllable words.
- RF.3.3d** Read grade-appropriate irregularly spelled words.

### Fluency

- RF.3.4** Read with sufficient accuracy and fluency to support comprehension.
- RF.3.4a** Read grade-level text with purpose and understanding.
- RF.3.4b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF.3.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## WRITING

### Text Types and Purposes

- W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.1a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b** Provide reasons that support the opinion.
- W.3.1c** Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- W.3.1d** Provide a concluding statement or section.
- W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b** Develop the topic with facts, definitions, and details.
- W.3.2c** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- W.3.2d** Provide a concluding statement or section.
- W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.3a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3b** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3c** Use temporal words and phrases to signal event order.
- W.3.3d** Provide a sense of closure.

### Production and Distribution of Writing

- W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)
- W.3.6** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

### Research to Build and Present Knowledge

- W.3.7** Conduct short research projects that build knowledge about a topic.
- W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- W.3.9** begins in grade 4)

### Range of Writing

- W.3.10** 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 discipline-specific tasks, purposes, and audiences.

## READING: INFORMATIONAL TEXT

### Key Ideas and Details

- RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

### Craft and Structure

- RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6** Distinguish their own point of view from that of the author of a text.

### Integration of Knowledge and Ideas

- RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

### Range of Reading and Level of Text Complexity

- RI.3.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, & technical texts, at the high end of the grades 2-3 text complexity band independently & proficiently.

## LANGUAGE

### Conventions of Standard English

- L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1a** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1b** Form and use regular and irregular plural nouns.
- L.3.1c** Use abstract nouns (e.g., childhood).
- L.3.1d** Form and use regular and irregular verbs.
- L.3.1e** Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- L.3.1f** Ensure subject-verb and pronoun-antecedent agreement.
- L.3.1g** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- L.3.1h** Use coordinating and subordinating conjunctions.
- L.3.1i** Produce simple, compound, and complex sentences.
- L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2a** Capitalize appropriate words in titles.
- L.3.2b** Use commas in addresses.
- L.3.2c** Use commas and quotation marks in dialogue.
- L.3.2d** Form and use possessives.
- L.3.2e** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- L.3.2f** Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- L.3.2g** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Knowledge of Language

- L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.3a** Choose words and phrases for effect.
- L.3.3b** Recognize and observe differences between the conventions of spoken and written standard English.

### Vocabulary Acquisition and Use

- L.3.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4a** Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4b** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- L.3.4c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
- L.3.4d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.3.5a** Distinguish the literal and nonliteral meanings of words and phrases in context
- L.3.5b** Identify real-life connections between words and their use
- L.3.5c** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
- L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships .

## SPEAKING AND LISTENING

- SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.3.1a** 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.
- SL.3.1b** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1c** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d** Explain their own ideas and understanding in light of the discussion.
- SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4** Report 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.
- SL.3.5** 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.
- SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.