

Grade 3 Common Core State Standards

READING	
Reading Literature	Reading Informational Text
Key Ideas and Details	
<p>RL.3.1 <u>Ask and answer questions</u> to demonstrate understanding of a text, <u>referring explicitly to the text</u> as the basis for the answers.</p>	<p>RI.3.1 <u>Ask and answer questions</u> to demonstrate understanding of a text, <u>referring explicitly to the text</u> as the basis for the answers.</p>
<p>RL.3.2 <u>Recount stories</u>, including fables, folktales, and myths from diverse cultures; <u>determine the central message, lesson, or moral</u> and <u>explain how it is conveyed</u> through key details in the text.</p>	<p>RI.3.2 Determine the <u>main idea</u> of a text; <u>recount the key details</u> and <u>explain how they support the main idea</u>.</p>
<p>RL.3.3 <u>Describe characters</u> in a story (e.g., their traits, motivations, or feelings) and <u>explain how</u> their actions contribute to the sequence of events.</p>	<p>RI.3.3 <u>Describe the relationship</u> between a series of <u>historical events, scientific ideas or concepts, or steps</u> in technical procedures in a text, using language that pertains to <u>time, sequence, and cause/effect</u>.</p>
Craft and Structure	
<p>RL.3.4 Determine the <u>meaning of words and phrases</u> as they are used in a text, <u>distinguishing literal from nonliteral language</u>.</p>	<p>RI.3.4 Determine the meaning of <u>general academic and domain-specific words and phrases</u> in a text relevant to a grade 3 topic or subject area.</p>
<p>RL.3.5 <u>Refer to parts of stories, dramas, and poems</u> when writing or speaking about a text, using terms such as chapter, scene, and stanza; <u>describe how each successive part builds on earlier sections</u>.</p>	<p>RI.3.5 Use <u>text features and search tools</u> (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>
<p>RL.3.6 <u>Distinguish their own point of view</u> from that of the narrator or those of the characters.</p>	<p>RI.3.6 <u>Distinguish their own point of view</u> from that of the author of a text.</p>
Integration of Knowledge and Ideas	
<p>RL.3.7 Explain <u>how specific aspects of a text's illustrations contribute to what is conveyed by the words</u> in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>RI.3.7 Use <u>information gained from illustrations</u> (e.g., maps, photographs) <u>and the words in a text</u> to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
<p>RL.3.8 (Not applicable to literature.)</p>	<p>RI.3.8 Describe the <u>logical connection between particular sentences and paragraphs</u> in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
<p>RL.3.9 <u>Compare and contrast</u> 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).</p>	<p>RI.3.9 <u>Compare and contrast</u> the most important points and key details presented in two texts on the same topic.</p>
Range of Reading/Level of Text Complexity	
<p>RL.3.10 By the end of the year, <u>read and comprehend</u> literature, including stories, dramas, and poetry, at the <u>high end</u> of the <u>grades 2-3 text complexity band</u> <u>independently and proficiently</u>.</p>	<p>RI.3.10 By the end of the year, <u>read and comprehend</u> informational texts, including history/social studies, science, and technical texts, at the <u>high end</u> of the <u>grades 2-3 text complexity band</u> <u>independently and proficiently</u>.</p>
Reading Foundational Skills	
Phonics and Word Recognition	Fluency
<p>RF.3.3 Know and apply <u>grade-level phonics and word analysis skills</u> in decoding words.</p> <p>RF.3.3.a Identify and know the meaning of the most <u>common prefixes and derivational suffixes</u>.</p> <p>RF.3.3.b Decode words with <u>common Latin suffixes</u>.</p> <p>RF.3.3.c Decode <u>multisyllable words</u>.</p> <p>RF.3.3.d Read grade-appropriate <u>irregularly spelled words</u>.</p>	<p>RF.3.4 <u>Read with sufficient accuracy and fluency</u> to support comprehension.</p> <p>RF.3.4.a <u>Read on-level text with purpose and understanding</u>.</p> <p>RF.3.4.b <u>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression</u> on successive readings.</p> <p>RF.3.4.c Use context to <u>confirm or self-correct word recognition and understanding</u>, rereading as necessary.</p>

WRITING	SPEAKING & LISTENING	LANGUAGE
Text Type and Purposes	Comprehension and Collaboration	Conventions of Standard English
<p>W.3.1 Write <u>opinion pieces</u> on topics or texts, supporting a point of view with reasons.</p> <p>W.3.1.a <u>Introduce</u> the topic or text they are writing about, <u>state an opinion</u>, and create an <u>organizational structure</u> that lists reasons.</p> <p>W.3.1.b Provide <u>reasons that support</u> the opinion.</p> <p>W.3.1.c Use <u>linking words and phrases</u> (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>W.3.1.d Provide a <u>concluding statement or section</u>.</p>	<p>SL.3.1 Engage effectively in a range of <u>collaborative discussions</u> (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.3.1.a <u>Come to discussions prepared</u>, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1.b <u>Follow agreed-upon rules for discussions</u> (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).</p> <p>SL.3.1.c <u>Ask questions</u> to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1.d <u>Explain their own ideas</u> and understanding in light of the discussion.</p>	<p>L.3.1 Demonstrate <u>command of the conventions of standard English grammar and usage</u> when writing or speaking.</p> <p>L.3.1.a Explain the <u>function of nouns, pronouns, verbs, adjectives, and adverbs</u> in general and their functions in particular sentences.</p> <p>L.3.1.b Form and use <u>regular and irregular plural nouns</u>.</p> <p>L.3.1.c Use <u>abstract nouns</u> (e.g., childhood).</p> <p>L.3.1.d Form and use <u>regular and irregular verbs</u>.</p> <p>L.3.1.e Form and use the <u>simple verb tenses</u>.</p> <p>L.3.1.f Ensure <u>subject-verb and pronoun-antecedent agreement</u>.</p> <p>L.3.1.g Form and use <u>comparative and superlative adjectives and adverbs</u>, and choose between them depending on what is to be modified.</p> <p>L.3.1.h Use <u>coordinating and subordinating conjunctions</u>.</p> <p>L.3.1.i Produce <u>simple, compound, and complex sentences</u>.</p>
<p>W.3.2 Write <u>informative/explanatory texts</u> to examine a topic & convey ideas & information clearly.</p> <p>W.3.2.a <u>Introduce</u> a topic and group related information together; <u>include illustrations</u> when useful to aiding comprehension.</p> <p>W.3.2.b Develop the topic with <u>facts, definitions, and details</u>.</p> <p>W.3.2.c Use <u>linking words and phrases</u> (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.3.2.d Provide a <u>concluding statement or section</u>.</p>	<p>SL.3.2 Determine the <u>main ideas and supporting details of a text read aloud or information presented in diverse media and formats</u>, including visually, quantitatively, and orally.</p>	<p>L.3.2 Demonstrate <u>command of the conventions of standard English capitalization, punctuation, and spelling</u> when writing.</p> <p>L.3.2.a <u>Capitalize appropriate words in titles</u>.</p> <p>L.3.2.b Use <u>commas in addresses</u>.</p> <p>L.3.2.c Use <u>commas and quotation marks in dialogue</u>.</p> <p>L.3.2.d Form and use <u>possessives</u>.</p> <p>L.3.2.e Use <u>conventional spelling</u> for high-frequency and other studied words and for adding suffixes to base words.</p> <p>L.3.2.f Use <u>spelling patterns and generalizations</u> in writing words.</p> <p>L.3.2.g <u>Consult reference materials</u>, including beginning dictionaries, as needed to check and correct spellings.</p>
<p>W.3.3 Write <u>narratives</u> to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.3.a <u>Establish a situation and introduce a narrator and/or characters</u>; <u>organize an event sequence</u> that unfolds naturally.</p> <p>W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to <u>develop experiences and events</u> or show the response of characters to situations.</p> <p>W.3.3.c Use <u>temporal words and phrases</u> to signal event order.</p> <p>W.3.3.d Provide a <u>sense of closure</u>.</p>	<p>SL.3.3 <u>Ask and answer questions</u> about information from a speaker, <u>offering appropriate elaboration and detail</u>.</p>	Knowledge of Language
Production and Distribution of Writing	Presentation of Knowledge and Ideas	Vocabulary Acquisition and Use
<p>W.3.4 With guidance and support from adults, produce <u>writing in which the development and organization are appropriate to task and purpose</u> (see standards 1-3 above).</p>	<p>SL.3.4 <u>Report on a topic or text, tell a story, or recount an experience</u> with appropriate facts and relevant, descriptive details, <u>speaking clearly at an understandable pace</u>.</p>	<p>L.3.3 Use <u>knowledge of language and its conventions</u> when writing, speaking, reading, or listening.</p> <p>L.3.3.a <u>Choose words and phrases for effect</u>.</p> <p>L.3.3.b Recognize and observe <u>differences between the conventions of spoken and written standard English</u>.</p>
<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by <u>planning, revising, and editing</u>. (Editing for conventions should demonstrate command of Language standards 1-3 up to & including gr.3).</p>	<p>SL.3.5 <u>Create engaging audio recordings</u> of stories or poems that <u>demonstrate fluid reading</u> at an understandable pace; <u>add visual displays</u> when appropriate to emphasize or enhance certain facts or details.</p>	<p>L.3.4 Determine or clarify the <u>meaning of unknown and multiple-meaning words and phrases</u> based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.3.4.a Use <u>sentence-level context as a clue</u> to the meaning of a word or phrase.</p> <p>L.3.4.b Determine the <u>meaning of the new word formed when a known affix is added to a known word</u>.</p> <p>L.3.4.c Use a <u>known root word as a clue</u> to the meaning of an unknown word with the same root.</p> <p>L.3.4.d Use <u>glossaries or beginning dictionaries</u>, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
<p>W.3.6 With guidance and support from adults, <u>use technology to produce and publish writing</u> (using keyboarding skills) <u>as well as to interact and collaborate with others</u>.</p>	<p>SL.3.6 <u>Speak in complete sentences</u> 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.)</p>	<p>L.3.5 Demonstrate <u>understanding of word relationships and nuances</u> in word meanings.</p> <p>L.3.5.a Distinguish the <u>literal and nonliteral meanings</u> of words and phrases in context.</p> <p>L.3.5.b Identify <u>real-life connections</u> between words and their use.</p> <p>L.3.5.c Distinguish <u>shades of meaning</u> among related words that describe <u>states of mind or degrees of certainty</u>.</p>
Research to Build and Present Knowledge		L.3.6 Acquire and use accurately <u>grade-appropriate conversational, general academic, and domain-specific words and phrases</u> , including those that signal spatial and temporal relationships.
<p>W.3.7 Conduct <u>short research projects</u> that build knowledge about a topic.</p>		
<p>W.3.8 <u>Recall information from experiences or gather information</u> from print and digital sources; <u>take brief notes</u> on sources and <u>sort evidence</u> into provided categories.</p>		
<p>W.3.9 (Begins in Grade 4.)</p>		
Range of Writing		
<p>W.3.10 <u>Write routinely over extended time frames</u> (time for research, reflection, and revision) <u>and shorter time frames</u> (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		