

**ELA Third Grade  
Reading Standards for Literature**

Standards	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date Re-Assessed	Shaded Nine Weeks the Standards are Taught or Reviewed				
<b>Cluster: Key Ideas and Evidence</b>										
<b>RL.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.						<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>RL.3.2</b> 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.						<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>RL.3.3.</b> Describe characters in a story and explain how their actions contribute to the sequence of events.						<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td style="background-color: #cccccc;">2</td> <td style="background-color: #cccccc;">3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>Cluster: Craft and Structure</b>										
<b>RL.3.4.</b> Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.						<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>RL.3.5</b> 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.						<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: #cccccc;">1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.						<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td> <td>2</td> <td style="background-color: #cccccc;">3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>Cluster: Integration of Ideas and Analysis</b>										

<b>RL.3.7</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>RL.3.9</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>Cluster: Range of Reading and Level of Complexity</b>										
<b>RL.3.10</b> By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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**ELA Third Grade  
Reading Standards for Instructional Text**

Standards	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed	Shaded Nine Weeks the Standards are Taught or Reviewed
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**Cluster: Key Ideas and Evidence**

<b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>RI.3.3</b> 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.						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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**Cluster: Craft and Structure**

<p><b>RI.3.4</b> Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p><b>RI.3.5</b> Use text features and search tools to locate information relevant to a given topic efficiently.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p><b>RI.3.6</b> Distinguish their own point of view from that of the author of a text</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p><b>Cluster: Integration of Ideas and Analysis</b></p>										
<p><b>RI.3.7</b> Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p><b>RI.3.8</b> Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p><b>Cluster: Range of Reading and Level of Complexity</b></p>										
<p><b>RI.3.10</b> By the end of grade 3, read and understand informational texts at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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**ELA Third Grade  
Reading Standards for Foundational Skills**

Standards	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed	Shaded Nine Weeks the Standards are Taught or Reviewed				
<b>Cluster: Handwriting</b>										
<b>RF.3.2</b> Create readable documents with legible handwriting (manuscript and cursive).						<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;">1</td> <td style="width: 20px; height: 20px;">2</td> <td style="width: 20px; height: 20px;">3</td> <td style="width: 20px; height: 20px;">4</td> </tr> </table>	1	2	3	4
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<b>Cluster: Phonics and Word Recognition</b>										
<b>RF.3.4</b> Know and apply grade-level phonics and word analysis skills in decoding words.  a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllabic words. d. Read grade-appropriate irregularly spelled words						<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;">1</td> <td style="width: 20px; height: 20px;">2</td> <td style="width: 20px; height: 20px;">3</td> <td style="width: 20px; height: 20px;">4</td> </tr> </table>	1	2	3	4
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<b>Cluster: Fluency</b>										
<b>RF.3.5</b> Read with sufficient accuracy and fluency to support comprehension.  a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.						<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;">1</td> <td style="width: 20px; height: 20px;">2</td> <td style="width: 20px; height: 20px;">3</td> <td style="width: 20px; height: 20px;">4</td> </tr> </table>	1	2	3	4
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**ELA Third Grade  
Writing Standards**

Standards	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed	Shaded Nine Weeks the Standards are Taught or Reviewed				
<b>Cluster: Text Types, Purposes and Publishing</b>										
<p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.            b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.            c. Provide reasons that support the opinion.            d. Use linking words and phrases to connect opinion and reasons.            e. Provide a concluding statement or section.            f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose</p>						<table border="1"> <tr> <td align="center">1</td> <td align="center">2</td> <td align="center">3</td> <td align="center">4</td> </tr> </table>	1	2	3	4
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<p><b>W.3.2</b> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.            b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.            c. Develop the topic with facts, definitions, <b>and</b> details.            d. Use linking words and phrases to connect ideas within categories of information.            e. Provide a concluding statement or section.            f. With guidance and support from peers and</p>						<table border="1"> <tr> <td align="center">1</td> <td align="center">2</td> <td align="center">3</td> <td align="center">4</td> </tr> </table>	1	2	3	4
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<p>adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.</p>										
<p><b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.  b. Establish a situation and introduce a narrator, and/or characters; organize an event sequence that unfolds naturally.  c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  d. Use temporal transition words and phrases to signal event order.  e. Provide a sense of closure.  f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.</p>						<table border="1" data-bbox="1260 348 1484 415"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p><b>W.3.4</b> With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.</p>						<table border="1" data-bbox="1260 1352 1484 1419"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>Cluster: Research</b>										
<p><b>W.3.5</b> Conduct short research projects that build knowledge about a topic.</p>						<table border="1" data-bbox="1260 1642 1484 1709"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p><b>W.3.6</b> Recall information from experiences or gather information from print and digital sources; take brief</p>										

notes on sources and sort evidence into provided categories.							1	2	3	4
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**ELA Third Grade  
Speaking and Listening**

Standards	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed	Shaded Nine Weeks the Standards are Taught or Reviewed
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**Cluster: Collaboration and Communication**

<p><b>SL.3.1</b> 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.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>						1	2	3	4
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<p><b>SL.3.2</b> 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.</p>						1	2	3	4
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<p><b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>						1	2	3	4
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Cluster: Presentation of Knowledge and Ideas										
<p><b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p><b>SL.3.5</b> 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.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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ELA Third Grade Language Standards										
Standards	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed	Shaded Nine Weeks the Standards are Taught or Reviewed				
Cluster: Conventions of Standard English										
<p><b>L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p><b>L.3.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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Cluster: Knowledge of Language										
<p><b>L.3.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.            a. Choose words and phrases for effect.            b. Recognize and observe differences between the conventions of spoken and written standard English.</p>						<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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**Cluster: Vocabulary Acquisition and Use**

<p><b>L.3.4</b> Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p>						<table border="1"> <tr> <td data-bbox="1258 216 1312 285">1</td> <td data-bbox="1312 216 1365 285">2</td> <td data-bbox="1365 216 1419 285">3</td> <td data-bbox="1419 216 1482 285">4</td> </tr> </table>	1	2	3	4
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<p><b>L.3.5</b> Demonstrate understanding of nuances in word meanings.  a. Distinguish the literal and nonliteral meanings of words and phrases in context.  b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty</p>						<table border="1"> <tr> <td data-bbox="1258 590 1312 659">1</td> <td data-bbox="1312 590 1365 659">2</td> <td data-bbox="1365 590 1419 659">3</td> <td data-bbox="1419 590 1482 659">4</td> </tr> </table>	1	2	3	4
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<p><b>L.3.6</b> Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships.</p>						<table border="1"> <tr> <td data-bbox="1258 953 1312 1022">1</td> <td data-bbox="1312 953 1365 1022">2</td> <td data-bbox="1365 953 1419 1022">3</td> <td data-bbox="1419 953 1482 1022">4</td> </tr> </table>	1	2	3	4
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