

# Grade 3

## Reading Standards for Literature

### Key Ideas and Details

- 1 Answer who and what questions to demonstrate understanding of details in a text. [EE.RL.3.1](#)
  - 2 Associate details with events in stories from diverse cultures. [EE.RL.3.2](#)
  - 3 Identify the feelings of characters in a story. [EE.RL.3.3](#)
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### Craft and Structure

- 4 Determine words and phrases that complete literal sentences in a text. [EE.RL.3.4](#)
  - 5 Determine the beginning, middle, and end of a familiar story with a logical order. [EE.RL.3.5](#)
  - 6 Identify personal point of view about a text. [EE.RL.3.6](#)
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### Integration of Knowledge and Ideas

- 7 Identify parts of illustrations or factual information that depicts a particular setting, or event. [EE.RL.3.7](#)
  - 9 Identify common elements in two stories in a series. [EE.RL.3.9](#)
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### Range of Reading and Level of Text Complexity

- 10 Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry. [EE.RL.3.10](#)
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## Reading Standards for Informational Text

### Key Ideas and Details

- 1 Answer who and what questions to demonstrate understanding of details in a text. [EE.RI.3.1](#)
  - 2 Identify details in a text. [EE.RI.3.2](#)
  - 3 Order two events from a text as “first” and “next.” [EE.RI.3.3](#)
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### Craft and Structure

- 4 Determine words and phrases that complete literal sentences in a text. [EE.RI.3.4](#)
- 5 With guidance and support, use text features including headings and key words to locate information in a text. [EE.RI.3.5](#)
- 6 Identify personal point of view about a text. [EE.RI.3.6](#)

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### Integration of Knowledge and Ideas

- 7 Use information gained from visual elements and words in the text to answer explicit who and what questions. [EE.RI.3.7](#)
- 8 Identify two related points the author makes in an informational text. [EE.RI.3.8](#)
- 9 Identify similarities between two texts on the same topic. [EE.RI.3.9](#)

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### Range of Reading and Level of Text Complexity

- 10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts. [EE.RI.3.10](#)

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## Reading and Writing Standards: Foundational Skills

### Phonics and Word Recognition

- 3 Use letter-sound knowledge to read words. [EE.RF.3.3](#)
  - a In context, demonstrate basic knowledge of lettersound correspondences. [EE.RF.3.3.A](#)
  - b With models and supports, decode single-syllable words with common spelling patterns (consonantvowel-consonant [CVC] or high-frequency rimes). [EE.RF.3.3.B](#)
  - d Recognize 40 or more written words. [EE.RF.3.3.D](#)

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### Fluency

- 4 Read words in text. [EE.RF.3.4](#)
  - a Read familiar text comprised of known words. [EE.RF.3.4.A](#)
  - c Use context to determine missing words in familiar texts. [EE.RF.3.4.C](#)

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## Writing

### Text Types and Purposes

- 1 Write opinions about topics or text. [EE.W.3.1](#)
  - a Select a text and write an opinion about it. [EE.W.3.1.A](#)
  - b Write one reason to support an opinion about a text. [EE.W.3.1.B](#)
- 2 Write to share information supported by details. [EE.W.3.2](#)
  - a Select a topic and write about it including one fact or detail. [EE.W.3.2.A](#)
- 3 Write about events or personal experiences. [EE.W.3.3](#)
  - a Select an event or personal experience and write about it including the names of people involved. [EE.W.3.3.A](#)

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### **Production and Distribution of Writing**

- 4 With guidance and support, produce writing that expresses more than one idea. [EE.W.3.4](#)
- 5 With guidance and support from adults and peers, revise own writing. [EE.W.3.5](#)
- 6 With guidance and support from adults, use technology to produce writing while interacting and collaborating with others. [EE.W.3.6](#)

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### **Research to Build and Present Knowledge**

- 7 Identify information about a topic for a research project. [EE.W.3.7](#)
- 8 Sort information on a topic or personal experience into two provided categories and write about each one. [EE.W.3.8](#)
- 9 (Begins in grade 4) [EE.W.3.9](#)

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### **Range of Writing**

- 10 Write routinely for a variety of tasks, purposes, and audiences. [EE.W.3.10](#)
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## **Speaking and Listening**

### **Comprehension and Collaboration**

- 1 Engage in collaborative discussions. [EE.SL.3.1](#)
  - a Engage in collaborative interactions about texts. [EE.SL.3.1.A](#)
  - b Listen to others' ideas before responding. [EE.SL.3.1.B](#)
  - c Indicate confusion or lack of understanding about information presented. [EE.SL.3.1.C](#)
  - d Express ideas clearly. [EE.SL.3.1.D](#)
- 2 Identify details in a text read aloud or information presented orally or through other media. [EE.SL.3.2](#)
- 3 Ask or answer questions about the details provided by the speaker. [EE.SL.3.3](#)

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### **Presentation of Knowledge and Ideas**

- 4 Recount a personal experience, story, or topic including details. [EE.SL.3.4](#)
  - 5 Create a multimedia presentation of a story or poem. [EE.SL.3.5](#)
  - 6 Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts. [EE.SL.3.6](#)
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## Language

### Conventions of Standard English

- 1 Demonstrate standard English grammar and usage when communicating. [EE.L.3.1](#)
    - a Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication. [EE.L.3.1.A](#)
    - b Use regular plural nouns in communication. [EE.L.3.1.B](#)
    - d Use present and past tense verbs. [EE.L.3.1.D](#)
    - g Use common adjectives. [EE.L.3.1.G](#)
    - h See EE.L.3.1.a [EE.L.3.1.H](#)
    - i Ask simple questions. [EE.L.3.1.I](#)
  - 2 Demonstrate understanding of conventions of standard English. [EE.L.3.2](#)
    - a Capitalize the first letter of familiar names. [EE.L.3.2.A](#)
    - b During shared writing, indicate the need to add a period at the end of a sentence. [EE.L.3.2.B](#)
    - e Use resources as needed to spell common highfrequency words accurately. [EE.L.3.2.E](#)
    - f Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern. [EE.L.3.2.F](#)
    - g Consult print in the environment to support reading and spelling. [EE.L.3.2.G](#)
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### Knowledge of Language

- 3 Use language to achieve desired outcomes when communicating. [EE.L.3.3](#)
    - a Use language to make simple requests, comment, or share information. [EE.L.3.3.A](#)
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### Vocabulary Acquisition and Use

- 4 Demonstrate knowledge of word meanings. [EE.L.3.4](#)
  - a With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud. [EE.L.3.4.A](#)
  - b With guidance and support, identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs. [EE.L.3.4.B](#)
- 5 Demonstrate understanding of word relationships and use. [EE.L.3.5](#)
  - a Determine the literal meaning of words and phrases in context. [EE.L.3.5.A](#)
  - b Identify real-life connections between words and their use (e.g., happy: “I am happy.”). [EE.L.3.5.B](#)
  - c Identify words that describe personal emotional states. [EE.L.3.5.C](#)
- 6 Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later). [EE.L.3.6](#)