

Grade 3 Individual Standards Posters



Reading Standards for Literature

Common Core Standards



1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Reading Standards for Literature

Common Core Standards



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.

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Reading Standards for Literature

Common Core Standards



3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Reading Standards for Literature

Common Core Standards



4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

(See grade 3 Language standards 4-6 for additional expectations.)

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Reading Standards for Literature

Common Core Standards



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.

Reading Standards for Literature

Common Core Standards



6. Distinguish their own point of view from that of the narrator or those of the characters.

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Reading Standards for Literature

Common Core Standards



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).

Reading Standards for Literature

Common Core Standards



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).

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Reading Standards for Literature

Common Core Standards



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 Standards for Informational Text

Common Core Standards



1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Reading Standards for Informational Text

Common Core Standards



2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

Reading Standards for Informational Text

Common Core Standards



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.

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Reading Standards for Informational Text

Common Core Standards



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.

(See grade 3 Language standards 4-6 for additional expectations.)

Reading Standards for Informational Text

Common Core Standards



5. Use text features and search tools (e.g., key words, side bars, hyperlinks) to locate information relevant to a given topic efficiently.

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Reading Standards for Informational Text

Common Core Standards



6. Distinguish their own point of view from that of the author of a text.

Reading Standards for Informational Text

Common Core Standards



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).

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Reading Standards for Informational Text

Common Core Standards



8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Reading Standards for Informational Text

Common Core Standards



9. Compare and contrast the most important points and key details presented in two texts on the same topic.

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Reading Standards for Informational Text

Common Core Standards



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

Foundational Skills

Common Core Standards



3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.**

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Foundational Skills

Common Core Standards



3a. Identify and know the meaning of the most common prefixes and derivational suffixes.

Foundational Skills

Common Core Standards



3b. Decode words with common Latin suffixes.

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Foundational Skills

Common Core Standards



3c. Decode multisyllable words.

Foundational Skills

Common Core Standards



3d. Read grade-appropriate irregularly spelled words.

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Foundational Skills

Common Core Standards



4. 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.

Writing

Common Core Standards



1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

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Writing

Common Core Standards



2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

Writing

Common Core Standards



3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

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Writing

Common Core Standards



4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

Writing

Common Core Standards



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.)

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Writing

Common Core Standards



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.

Writing

Common Core Standards



7. Conduct short research projects that build knowledge about a topic.

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Writing

Common Core Standards



8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Writing

Common Core Standards



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.

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Speaking and Listening

Common Core Standards



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.

- 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.
- b. 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).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

Speaking and Listening

Common Core Standards



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.

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Speaking and Listening

Common Core Standards



3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Speaking and Listening

Common Core Standards



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.

a Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.

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Speaking and Listening

Common Core Standards



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.

Speaking and Listening

Common Core Standards



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.)

Grade 3 Individual Standards Posters



Language

Common Core Standards



1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language

Common Core Standards



1a. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.

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Language

Common Core Standards



1b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Language

Common Core Standards



1c. Use reciprocal pronouns correctly.

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Language

Common Core Standards



1d. Form and use regular and irregular plural nouns.

Language

Common Core Standards



1e. Use abstract nouns (e.g., *childhood*).

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Language

Common Core Standards



1f. Form and use regular and irregular verbs.

Language

Common Core Standards



1g. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

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Language

Common Core Standards



1h. Ensure subject-verb and pronoun-antecedent agreement.

Language

Common Core Standards



1i. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

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Language

Common Core Standards



1j. Use coordinating and subordinating conjunctions.

Language

Common Core Standards



1k. Produce simple, compound, and complex sentences.

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Language

Common Core Standards



2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language

Common Core Standards



2a. Capitalize appropriate words in titles.

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Language

Common Core Standards



2b. Use commas in addresses.

Language

Common Core Standards



2c. Use commas and quotation marks in dialogue.

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Language

Common Core Standards



2d. Form and use possessives.

Language

Common Core Standards



2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

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Language

Common Core Standards



2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Language

Common Core Standards



2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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Language

Common Core Standards



3. 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.

Language

Common Core Standards



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.

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Language

Common Core Standards



4a. Use sentence-level context as a clue to the meaning of a word or phrase.

Language

Common Core Standards



4b. Determine the meaning of a new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).

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Language

Common Core Standards



4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).

Language

Common Core Standards



4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases **in all content areas.**

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Language

Common Core Standards



5. Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

Language

Common Core Standards



6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

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Common Core Standards



Common Core Standards

