

# English Language Arts: Grade 3

## Reading: Literature RL

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- 1a** Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). LC.RL.3.1A
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- 1b** Answer questions (literal and inferential) and refer to text to support your answer. LC.RL.3.1B
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- 1c** Support inferences, opinions, and conclusions using evidence from the text including illustrations. LC.RL.3.1C
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- 2a** Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures. LC.RL.3.2A
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- 2b** Use details to recount stories, including fables and folktales from diverse cultures. LC.RL.3.2B
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- 2c** Use information in the text to determine and explain a lesson learned by a character or theme within the story. LC.RL.3.2C
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- 3a** Explain how characters' actions contribute to the sequence of events/plot. LC.RL.3.3A
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- 3b** Describe a character's traits in a story using details from the text and illustrations. LC.RL.3.3B
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- 3c** Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text. LC.RL.3.3C
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- 3d** Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text. LC.RL.3.3D
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- 3e** Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions). LC.RL.3.3E
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- 3f** Analyze how a character's point of view influences a conflict within a text. LC.RL.3.3F
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- 4a** Determine the meaning of literal and nonliteral words and phrases as they are used in a text. LC.RL.3.4A

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- 4b** Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 3 topic or subject area. [LC.RL.3.4B](#)
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- 5a** Identify how the structure of a poem is different than a story (e.g., rhyme shorter than stories; stanza instead of paragraph). [LC.RL.3.5A](#)
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- 5b** Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter). [LC.RL.3.5B](#)
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- 6a** Identify narrator or character's point of view. [LC.RL.3.6A](#)
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- 6b** Identify own point of view. [LC.RL.3.6B](#)
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- 6c** Distinguish their own point of view from that of the narrator or those of the characters. [LC.RL.3.6C](#)
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- 7a** Support inferences, opinions, and conclusions using evidence from the text including illustrations. [LC.RL.3.7A](#)
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- 7b** Use descriptive words and illustrations/visuals from a story, read or viewed, to explain the mood in a given part of the story. [LC.RL.3.7B](#)
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- 9** Compare two or more texts or adapted texts on the same topic or by the same author. [LC.RL.3.9](#)
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- 10** Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or adapted texts. [LC.RL.3.10](#)
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**Reading: Informational  
Text** [RI](#)

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- 1a** Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [LC.RI.3.1A](#)
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- 1b** Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [LC.RI.3.1B](#)
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- 2a** Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. [LC.RI.3.2A](#)
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- 2b** Determine the main idea of a text; recount the key details and explain how they support the main idea. [LC.RI.3.2B](#)
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- 2c** Identify facts that an author uses to support a specific point or opinion. [LC.RI.3.2C](#)
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- 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. [LC.RI.3.4](#)
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- 5a** Identify the purpose of a variety of text features. [LC.RI.3.5A](#)
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- 5b** Use text features (keywords, glossary) to locate information relevant to a given topic or question. [LC.RI.3.5B](#)
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- 5c** Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic. [LC.RI.3.5C](#)
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- 6a** Identify the author's purpose in an informational text. [LC.RI.3.6A](#)
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- 6b** Identify own point of view about a topic. [LC.RI.3.6B](#)
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- 6c** Compare own point of view to that of the author. [LC.RI.3.6C](#)
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- 7a** Use illustrations (e.g., maps, photographs) in informational texts to answer questions. [LC.RI.3.7A](#)
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- 7b** Identify information learned from illustrations and information learned from the words in an informational text. [LC.RI.3.7B](#)
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- 7c** 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). [LC.RI.3.7C](#)
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- 7d** Within informational texts, locate or identify evidence in the text or graphics to support the central ideas. [LC.RI.3.7D](#)
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- 8a** Identify signal words that help determine what the text structure is in an informational text. [LC.RI.3.8A](#)
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- 8b** Describe the connection between sentences and paragraphs in a text. [LC.RI.3.8B](#)
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- 9a** Compare two or more texts on the same topic or by the same author. [LC.RI.3.9A](#)
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- 9b** When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic. [LC.RI.3.9B](#)
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- 10** Read or be read to and recount self-selected informational texts or adapted texts. [LC.RI.3.10](#)
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**Reading: Foundational Skills** [RF](#)

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- 3a** Identify the meaning of most common prefixes. [LC.RF.3.3A](#)
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- 3b** Identify the meaning of most common suffixes. [LC.RF.3.3B](#)
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- 3c** Decode regularly spelled one-syllable words with long vowels. [LC.RF.3.3C](#)
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- 3d** Decode regularly spelled two-syllable words with long vowels. [LC.RF.3.3D](#)
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- 3e** Decode multi-syllable words. [LC.RF.3.3E](#)
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- 3f** Recognize and/or read grade appropriate irregularly spelled words. [LC.RF.3.3F](#)
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**4a** Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings. LC.RF.3.4b Identify grade-level words with accuracy. LC.RF.3.4A

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**4c** Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions). LC.RF.3.4C

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**4d** Use context to confirm or self-correct word recognition. LC.RF.3.4D

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## Writing W

**1a** Produce an opinion piece which introduces the topic or text they are communicating about and states an opinion. LC.W.3.1A

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**1b** Provide reasons that support the opinion. LC.W.3.1B

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**1c** Use linking words and phrases that connect the opinion and reasons. LC.W.3.1C

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**1d** Provide a concluding statement or section. LC.W.3.1D

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**2a** Produce an informative/explanatory permanent product which introduces a topic and groups related information together. LC.W.3.2A

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**2b** Develop the topic (i.e., offer additional information which supports the topic) by using facts, definitions, and details. LC.W.3.2B

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**2c** Include illustrations to enhance clarity and meaning. LC.W.3.2C

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**2d** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. LC.W.3.2D

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**2e** Provide a concluding statement or section. LC.W.3.2E

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**3a** Produce a narrative permanent product which establishes a situation by setting up the context for the story and introducing a narrator and/or characters. LC.W.3.3A

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**3b** Sequence events that unfold naturally. LC.W.3.3B

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**3c** When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story. LC.W.3.3C

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**3d** Use temporal words and phrases to signal event order. LC.W.3.3D

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**3e** Provide a sense of closure. LC.W.3.3E

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**4** With guidance and support from adults, produce a permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), or audience (e.g., reader). LC.W.3.4

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**5a** With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft). [LC.W.3.5A](#)

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**5b** With guidance and support from peers and adults, strengthen permanent products by revising (e.g., review a permanent product, strengthen a story by adding a description or dialogue). [LC.W.3.5B](#)

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**5c** With guidance and support from peers and adults, edit permanent products for clarity and meaning. [LC.W.3.5C](#)

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**6a** With guidance and support from adults, use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products). [LC.W.3.6A](#)

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**7** Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product). [LC.W.3.7](#)

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**8a** Recall information from experiences to use in creating permanent products. [LC.W.3.8A](#)

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**8b** Gather information and facts (e.g., highlight in text, quote or paraphrase from discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics). [LC.W.3.8B](#)

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**8c** Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form a paragraph or essay). [LC.W.3.8C](#)

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**8d** Locate important points on a single topic from two informational texts or sources. [LC.W.3.8D](#)

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**8e** Identify key details in an informational text. [LC.W.3.8E](#)

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**8f** Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources. [LC.W.3.8F](#)

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**8g** Sort evidence collected from print and/or digital sources into provided categories. [LC.W.3.8G](#)

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**Speaking & Listening** [SL](#)

**1a** Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion. [LC.SL.3.1A](#)

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**1b** Ask questions to check understanding of information presented in collaborative discussions. [LC.SL.3.1B](#)

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**1c** Link personal ideas and comments to the ideas shared by others in collaborative discussions. [LC.SL.3.1C](#)

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- 1d** Express ideas and understanding in light of collaborative discussions. [LC.SL.3.1D](#)
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- 2a** Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [LC.SL.3.2A](#)
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- 2b** Determine the main idea of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [LC.SL.3.2B](#)
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- 2c** Identify supporting details of an informational text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [LC.SL.3.2C](#)
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- 3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [LC.SL.3.3](#)
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- 4** Report on a topic, tell a story or recount an experience with appropriate facts and relevant, descriptive details. [LC.SL.3.4](#)
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- 5** Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details. [LC.SL.3.5](#)
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**Language L**

- 1a** Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences. [LC.L.3.1A](#)
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- 1b** Use nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), and adjectives and/or adverbs when communicating. [LC.L.3.1B](#)
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- 1c** Use correct subject-verb and pronoun-antecedent agreement when communicating. [LC.L.3.1C](#)
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- 1d** Produce and expand upon simple and compound sentences. [LC.L.3.1D](#)
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- 2a** Capitalize words in holidays, product names, geographic names, and appropriate words in titles. [LC.L.3.2A](#)
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- 2b** Use commas accurately in addresses or dialogue when communicating. [LC.L.3.2B](#)
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- 2c** Use quotation marks when communicating. [LC.L.3.2C](#)
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- 2d** Use conventional spelling and spelling patterns (e.g., word families, syllable patterns, ending rules) when communicating high frequency and/or previously learned words. [LC.L.3.2D](#)
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- 3** Choose words and phrases for appropriate effect (e.g., to inform) within writing. [LC.L.3.3](#)
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- 4a** Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word. LC.L.3.4A
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- 4b** Determine the meaning of the new word formed when a known affix is added to a known word. LC.L.3.4B
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- 4c** Use a known root word as a clue to the meaning of an unknown word with the same root. LC.L.3.4C
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- 4d** Use a glossary or dictionary to determine the meaning of a word. LC.L.3.4D
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- 5a** Distinguish literal from non-literal meanings of words and phrases in context. LC.L.3.5A
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- 5b** Use newly acquired words in real-life context. LC.L.3.5B
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- 5c** Identify and sort shades of meaning words from general to specific or lesser to specific. LC.L.3.5C
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- 6a** Use newly acquired conversational and general academic words and phrases accurately when communicating. LC.L.3.6A
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- 6b** Use newly acquired domain-specific words and phrases accurately when communicating. LC.L.3.6B