

Grade 3 NRSD Curriculum Standards for ELA

English/ Language Arts:

Grade 3: Speaking and Listening (SL)	Non-Reported Standard
Comprehension and Collaboration	
CC.3.SL.1 Engage effectively in a range of collaborative conversations (one-on-one and in groups) with diverse partners about grade 3 topics and texts building on others' ideas and expressing their own clearly.	
CC.3.SL.1a 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.	
CC.3.SL.1b 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).	
CC.3.SL.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	
CC.3.SL.1d Explain their own ideas and understanding in light of the discussion.	
CC.3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually.	
CC.3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
Presentation of Knowledge and Ideas	
CC.3.SL.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.	
CC.3.SL.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.	
CC.3.SL.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: Language (L)	Non-Reported Standard
Conventions of Standard English:	
CC.3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CC.3.L.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in sentences.	
CC.3.L.1b Form and use regular and irregular plural nouns.	
CC.3.L.1c Use abstract nouns (e.g., childhood).	
CC.3.L.1d Form and use regular and irregular verbs.	
CC.3.L.1e Form and use simple (e.g., I walked; I walk; I will walk) verb tenses.	
CC.3.L.1f Ensure subject-verb agreement and pronoun-antecedent agreement.	
CC.3.L.1g Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.	
CC.3.L.1h Use coordinating and subordinating conjunctions.	
CC.3.L.1i Produce simple, compound, and complex sentences.	
CC.3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
CC.3.L.2a Capitalize appropriate words in titles.	
CC.3.L.2b Use commas in addresses.	
CC.3.L.2c Form and use possessives.	
CC.3.L.2d Use conventional spelling for high-frequency and other studies words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	
CC.3.L.2e Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	
CC.3.L.2f Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
Knowledge of Language	
CC.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
CC.3.L.3a Choose words and phrases for effect.	
CC.3.L.3b Recognize and observe differences between the conventions of spoken and written English.	
Vocabulary Acquisition and Use	
CC.3.L.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.	
CC.3.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.	
CC.3.L.4b Determine the meaning of the new word when a known affix is added to a known word (e.g., agreeable/disagreeable; comfortable/uncomfortable, care/careless/heat/preheat).	
CC.3.L.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., companion, companionable)	
CC.3.L.4d Use glossaries or beginning dictionaries, both print and digital, to clarify the precise meaning of key words and phrases.	

Grade 3: Language (L) - continued	Non-Reported Standard
CC.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.	
CC.3.L.5.a Distinguish literal and nonliteral meanings of words and phrases in context (e.g., take steps).	
CC.3.L.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	
CC.3.L.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	
CC.3.L.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).	

Grade 3: Reading Literature (RL)	Non-Reported Standard
Key Ideas and Details	
CC.3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	
CC.3.RL.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.	
CC.3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	
Craft and Structure	
CC.3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	
CC.3.RL.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.	
CC.3.RL.6 Distinguish their own point of views from that of the narrator or those of the characters.	
NRSD.3.RL.6. Identify the speaker of a poem or narrator in a story.	
Integration of Knowledge and Ideas	
CC.3.RL.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).	
CC.3.RL.8 Not applicable to literature.	
MA. 3. RL.8a Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).	
CC.3.RL.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).	
Range of Reading and Level of Text Complexity	
CC.3.RL.10 By the end of the year read and comprehend literature, including prose and poetry, in the grades 2-3 text complexity band independently and proficiently.	
NRSD.3.RL.10 Identify characteristics of different genres.	
Grade 3: Reading Informational Text	
Key Ideas and Details	
CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
CC.3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	

Grade 3: Reading Informational Text - continued	Non-Reported Standard
CC.3.RI.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.	
Craft and Structure	
CC.3.RI.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.	
CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks), bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate information relevant to a given topic efficiently.	
CC.3.RI.6 Distinguish their own point of view from that of the author of a text.	
Integration of Knowledge and Ideas	
CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of a text (e.g., where when, why and how key events occur).	
CC.3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first, second/third in a sequence).	
CC.3.RI.9 Compare and contrast the most important points and key details presented by two texts on the same topic.	
Range of Reading and Level of Text Complexity	
CC.3.RI.10 By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band independently and proficiently.	

Grade 3: Reading Foundations (RF)	
CC.3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
CC.3.RF.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	
CC.3.RF.3b Decode words with common Latin suffixes.	
CC.3.RF.3c Decode multisyllable words.	
CC.3.RF.3d Read grade-appropriate irregularly-spelled words.	
CC.3.RF.4 Read with sufficient accuracy and fluency to support comprehension.	
CC.3.RF.4a Read grade-level text with purpose and understanding.	
CC.3.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
CC.3.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

Grade 3: Writing (W)	Non-Reported Standard
Text Types and Purposes:	
CC.3.W.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.	
CC.3.W.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	
CC.3.W.1b Provide reasons to support the opinion.	
CC.3.W.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect the opinions and reasons.	
CC.3.W.1d Provide a concluding statement or section.	
CC.3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
CC.3.W.2a Introduce the topic and group related information together; include illustrations when useful to aiding comprehension.	
CC.3.W.2b Develop the topic with facts, definitions, and details.	
CC.3.W.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect the ideas within categories of information.	
CC.3.W.2d Provide a concluding statement or section.	
CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
CC.3.W.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	
CC.3.W.3b Use dialogue and descriptions of actions, thought and feelings, to develop experiences and events or show the response of characters to situations.	
CC.3.W.3c Use temporal words and phrases to signal event order.	
CC.3.W.3d Provide a sense of closure.	
MA.3.W.3a Write poems, descriptions, and stories in which figurative language and the sounds of words (e.g. alliteration, onomatopoeia, rhyme) are key elements.	
Production and Distribution of Writing	
CC.3.W.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.)	
CC.3.W.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.)	
CC.3.W.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.	
CC.3.W.7 Conduct short research projects that build knowledge about a topic.	
CC.3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
CC.3.W.9 (Begins in grade 4)	
CC.3.W.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.	