

**Grade**

**3**

**ELA**

**L1**

**Standard**

CC.3.L.1.a

**Language**

Conventions of  
Standard English

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

**Grade**

**3**

**ELA**

**L1**

**Standard**

CC.3.L.1

**Language**

Conventions of  
Standard English

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

**Grade**

**3**

**ELA**

**L1**

**Standard**

CC.3.L.1.a

**Language**

Conventions of  
Standard English

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

**Grade**

**3**

**ELA**

**SL6**

**Standard**

CC.3.L.1

**Speaking and  
Listening**

Conventions of  
Standard English

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

**Grade**

**3**

**ELA**

L1

**Standard**

CC.3.L.1.c

**Language**

Conventions of  
Standard English

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

**Grade**

**3**

**ELA**

L1

**Standard**

CC.3.L.1.b

**Language**

Conventions of  
Standard English

Form and use regular and irregular plural nouns.

**Grade**

**3**

**ELA**

L1

**Standard**

CC.3.L.1.d

**Language**

Conventions of  
Standard English

Form and use regular and irregular verbs.

**Grade**

**3**

**ELA**

L1

**Standard**

CC.3.L.1.b

**Language**

Conventions of  
Standard English

Form and use regular and irregular plural nouns.

**Grade**

**3**

**ELA**

L1

**Standard**

CC.3.L.1.g

**Language**

Conventions of  
Standard English

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

**Grade**

**3**

**ELA**

L1

**Standard**

CC.3.L.1.e

**Language**

Conventions of  
Standard English

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

**Grade**

**3**

**ELA**

L1

**Standard**

CC.3.L.1.h

**Language**

Conventions of  
Standard English

Use coordinating and subordinating conjunctions.

**Grade**

**3**

**ELA**

L1

**Standard**

CC.3.L.1.f

**Language**

Conventions of  
Standard English

Ensure subject-verb and pronoun-antecedent agreement.\*

**Grade** 3 **ELA** L2

**Standard**

CC.3.L.2.a

**Language**

Conventions of  
Standard English

Capitalize appropriate words in titles.

**Grade** 3 **ELA** L1

**Standard**

CC.3.L.1.i

**Language**

Conventions of  
Standard English

Produce simple, compound, and complex sentences.

**Grade** 3 **ELA** L2

**Standard**

CC.3.L.2.b

**Language**

Conventions of  
Standard English

Use commas in addresses.

**Grade** 3 **ELA** L2

**Standard**

CC.3.L.2

**Language**

Conventions of  
Standard English

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

Grade

3

**ELA**

L2

Standard

CC.3.L.2.e

**Language**

Conventions of  
Standard English

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

Grade

3

**ELA**

L2

Standard

CC.3.L.2.c

**Language**

Conventions of  
Standard English

Use commas and quotation marks in dialogue.

Grade

3

**ELA**

L2

Standard

CC.3.L.2.f

**Language**

Conventions of  
Standard English

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

Grade

3

**ELA**

L2

Standard

CC.3.L.2.d

**Language**

Conventions of  
Standard English

Form and use possessives.

**Grade**

**3**

**ELA**

L3

**Standard**

CC.3.L.3.a

**Language**

Knowledge of  
Language

Choose words and phrases for effect.\*

**Grade**

**3**

**ELA**

L2

**Standard**

CC.3.L.2.g

**Language**

Conventions of  
Standard English

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

**Grade**

**3**

**ELA**

L3

**Standard**

CC.3.L.3.b

**Language**

Knowledge of  
Language

Recognize and observe differences between the conventions of spoken and written standard English.

**Grade**

**3**

**ELA**

L3

**Standard**

CC.3.L.3

**Language**

Knowledge of  
Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Grade**

**3**

**ELA**

L4

**Standard**

CC.3.L.4.b

**Language**

Vocabulary  
Acquisition and  
Use

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

**Grade**

**3**

**ELA**

L4

**Standard**

CC.3.L.4

**Language**

Vocabulary  
Acquisition and  
Use

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.

**Grade**

**3**

**ELA**

L4

**Standard**

CC.3.L.4.c

**Language**

Vocabulary  
Acquisition and  
Use

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

**Grade**

**3**

**ELA**

L4

**Standard**

CC.3.L.4.a

**Language**

Vocabulary  
Acquisition and  
Use

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

**Grade**

**3**

**ELA**

L5

**Standard**

CC.3.L.5.a

**Language**

Vocabulary  
Acquisition and  
Use

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**Grade**

**3**

**ELA**

L4

**Standard**

CC.3.L.4.d

**Language**

Vocabulary  
Acquisition and  
Use

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**Grade**

**3**

**ELA**

L5

**Standard**

CC.3.L.5.b

**Language**

Vocabulary  
Acquisition and  
Use

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

**Grade**

**3**

**ELA**

L5

**Standard**

CC.3.L.5

**Language**

Vocabulary  
Acquisition and  
Use

Demonstrate understanding of word relationships and nuances in word meanings.



**Grade** 3 **ELA** RF3  
**Standard**  
CC.3.R.F.3

**Reading --  
Foundational Skills** Phonics and  
Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words.

**Grade** 3 **ELA** L5  
**Standard**  
CC.3.L.5.c

**Language** Vocabulary  
Acquisition and  
Use

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**Grade** 3 **ELA** RF3  
**Standard**  
CC.3.R.F.3.a

**Reading --  
Foundational Skills** Phonics and  
Word Recognition

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

**Grade** 3 **ELA** L6  
**Standard**  
CC.3.L.6

**Language** Vocabulary  
Acquisition and  
Use

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

**ELA**

RF3

Standard

CC.3.R.F.3.d

**Reading --  
Foundational Skills**

Phonics and  
Word Recognition

Read grade-appropriate irregularly spelled words.

Grade

3

**ELA**

RF3

Standard

CC.3.R.F.3.b

**Reading --  
Foundational Skills**

Phonics and  
Word Recognition

Decode words with common Latin suffixes.

Grade

3

**ELA**

RF4

Standard

CC.3.R.F.4

**Reading --  
Foundational Skills**

Fluency

Read with sufficient accuracy and fluency to support comprehension.

Grade

3

**ELA**

RF3

Standard

CC.3.R.F.3.c

**Reading --  
Foundational Skills**

Phonics and  
Word Recognition

Decode multisyllable words.

Grade

3

**ELA**

RF4

Standard

CC.3.R.F.4.c

**Reading --  
Foundational Skills**

Fluency

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade

3

**ELA**

RF4

Standard

CC.3.R.F.4.a

**Reading --  
Foundational Skills**

Fluency

Read on-level text with purpose and understanding.

Grade

3

**ELA**

R1

Standard

CC.3.R.I.1

**Reading --  
Informational Text**

Key Ideas and  
Details

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

Grade

3

**ELA**

RF4

Standard

CC.3.R.F.4.b

**Reading --  
Foundational Skills**

Fluency

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

Grade

3

**ELA**

RI3

Standard

CC.3.RI.3

**Reading --  
Informational Text**

Key Ideas and  
Details

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.

Grade

3

**ELA**

RI10

Standard

CC.3.RI.10

**Reading --  
Informational Text**

Range of Reading  
and Level of Text  
Complexity

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.

Grade

3

**ELA**

RI4

Standard

CC.3.RI.4

**Reading --  
Informational Text**

Craft and  
Structure

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Grade

3

**ELA**

R2

Standard

CC.3.RI.2

**Reading --  
Informational Text**

Key Ideas and  
Details

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

Grade

3

ELA

RI7

Standard

CC.3.RI.7

**Reading --  
Informational Text**  
Integration of  
Knowledge and  
Ideas

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).

Grade

3

ELA

RI5

Standard

CC.3.RI.5

**Reading --  
Informational Text**

Craft and  
Structure

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

Grade

3

ELA

RI8

Standard

CC.3.RI.8

**Reading --  
Informational Text**  
Integration of  
Knowledge and  
Ideas

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

Grade

3

ELA

RI6

Standard

CC.3.RI.6

**Reading --  
Informational Text**

Craft and  
Structure

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

Grade

**3 ELA**

RL1

Standard

CC.3.RL.10

**Reading --Literature**

Range of Reading  
and Complexity of  
Text

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.

Grade

**3 ELA**

RI9

Standard

CC.3.RI.9

**Reading --  
Informational Text**

Integration of  
Knowledge and  
Ideas

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

Grade

**3 ELA**

RL2

Standard

CC.3.RL.2

**Reading --Literature**

Key Ideas and  
Details

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.

Grade

**3 ELA**

RL1

Standard

CC.3.RL.1

**Reading --Literature**

Key Ideas and  
Details

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

Grade

3

**ELA**

RL5

Standard

CC.3.RL.5

**Reading --Literature**

Craft and  
Structure

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.

Grade

3

**ELA**

RL3

Standard

CC.3.RL.3

**Reading --Literature**

Key Ideas and  
Details

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

Grade

3

**ELA**

RL6

Standard

CC.3.RL.6

**Reading --Literature**

Craft and  
Structure

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

Grade

3

**ELA**

RL4

Standard

CC.3.RL.4

**Reading --Literature**

Craft and  
Structure

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

Grade

3

**ELA**

SL1

Standard

CC.3.SL.1

**Speaking and  
Listening**

Comprehension  
and Collaboration

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.

Grade

3

**ELA**

RL7

Standard

CC.3.RL.7

**Reading --Literature**

Integration of  
Knowledge and  
Ideas

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).

Grade

3

**ELA**

SL1

Standard

CC.3.SL.1.a

**Speaking and  
Listening**

Comprehension  
and Collaboration

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.

Grade

3

**ELA**

RL9

Standard

CC.3.RL.9

**Reading --Literature**

Integration of  
Knowledge and  
Ideas

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).



Grade

3

**ELA**

SL.1

Standard

CC.3.SL.1.d

**Speaking and  
Listening**

Comprehension  
and Collaboration

Explain their own ideas and understanding in light of the discussion.

Grade

3

**ELA**

SL.1

Standard

CC.3.SL.1.b

**Speaking and  
Listening**

Comprehension  
and Collaboration

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).

Grade

3

**ELA**

SL.2

Standard

CC.3.SL.2

**Speaking and  
Listening**

Comprehension  
and Collaboration

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.

Grade

3

**ELA**

SL.1

Standard

CC.3.SL.1.c

**Speaking and  
Listening**

Comprehension  
and Collaboration

Ask questions to check understanding of information presented; stay on topic, and link their comments to the remarks of others.

Grade

3

**ELA**

SL5

Standard

CC.3.SL.5

**Speaking and  
Listening**

Presentation of  
Knowledge and  
Ideas

Create engaging audio recordings or stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Grade

3

**ELA**

SL3

Standard

CC.3.SL.3

**Speaking and  
Listening**

Comprehension  
and Collaboration

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

Grade

3

**ELA**

SL6

Standard

CC.3.SL.6

**Speaking and  
Listening**

Presentation of  
Knowledge and  
Ideas

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 on page 26 for specific expectations.)

Grade

3

**ELA**

SL4

Standard

CC.3.SL.4

**Speaking and  
Listening**

Presentation of  
Knowledge and  
Ideas

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.

**Grade**

**3**

**ELA**

**W1**

**Standard**

CC.3.W.1.b

**Writing**

Text Types and  
Purposes

Provide reasons that support the opinion.

**Grade**

**3**

**ELA**

**W1**

**Standard**

CC.3.W.1

**Writing**

Text Types and  
Purposes

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

**Grade**

**3**

**ELA**

**W1**

**Standard**

CC.3.W.1.c

**Writing**

Text Types and  
Purposes

Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

**Grade**

**3**

**ELA**

**W1**

**Standard**

CC.3.W.1.a

**Writing**

Text Types and  
Purposes

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

Grade

3

**ELA**

W2

Standard

CC.3.W.2

**Writing**

Text Types and  
Purposes

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

Grade

3

**ELA**

W1

Standard

CC.3.W.1.d

**Writing**

Text Types and  
Purposes

Provide a concluding statement or section.

Grade

3

**ELA**

W2

Standard

CC.3.W.2.a

**Writing**

Text Types and  
Purposes

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

Grade

3

**ELA**

W10

Standard

CC.3.W.10

**Writing**

Range of Writing

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.

Grade

3

**ELA**

W2

Standard

CC.3.W.2.d

**Writing**

Text Types and  
Purposes

Provide a concluding statement or section.

Grade

3

**ELA**

W2

Standard

CC.3.W.2.b

**Writing**

Text Types and  
Purposes

Develop the topic with facts, definitions, and details.

Grade

3

**ELA**

W3

Standard

CC.3.W.3

**Writing**

Text Types and  
Purposes

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

Grade

3

**ELA**

W2

Standard

CC.3.W.2.c

**Writing**

Text Types and  
Purposes

Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

**Grade**

**3**

**ELA**

W3

**Standard**

CC.3.W.3.c

**Writing**

Text Types and  
Purposes

Use temporal words and phrases to signal event order.

**Grade**

**3**

**ELA**

W3

**Standard**

CC.3.W.3.a

**Writing**

Text Types and  
Purposes

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

**Grade**

**3**

**ELA**

W3

**Standard**

CC.3.W.3.d

**Writing**

Text Types and  
Purposes

Provide a sense of closure.

**Grade**

**3**

**ELA**

W3

**Standard**

CC.3.W.3.b

**Writing**

Text Types and  
Purposes

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**Grade**      **3**      **ELA**      **W6**

**Standard**  
CC.3.W.6      **Writing**      Production and  
Distribution of  
Writing

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.

**Grade**      **3**      **ELA**      **W4**

**Standard**  
CC.3.W.4      **Writing**      Production and  
Distribution of  
Writing

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.)

**Grade**      **3**      **ELA**      **W7**

**Standard**  
CC.3.W.7      **Writing**      Research to Build  
and Present  
Knowledge

Conduct short research projects that build knowledge about a topic.

**Grade**      **3**      **ELA**      **W5**

**Standard**  
CC.3.W.5      **Writing**      Production and  
Distribution of  
Writing

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 on page 29.)

**Grade 3**

**ELA**

**W8**

**Standard**

**CC.3.W.8**

**Writing**

**Research to Build  
and Present  
Knowledge**

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