



THIRD GRADE

Reading Standards for the Archdiocese of Detroit

| <i>Key Ideas and Details</i> | |
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| R.L.3.1 | <ul style="list-style-type: none">Ask and answer questions to demonstrate an understanding of a text, referring explicitly to the text as the basis for the answers. |
| R.L.3.2 | <ul style="list-style-type: none">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. |
| R.L.3.3 | <ul style="list-style-type: none">Identify and describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions and attitudes contribute to the sequence of events). |
| R.L.3.4 | <ul style="list-style-type: none">Activate prior knowledge. |
| R.L.3.5 | <ul style="list-style-type: none">Connect personal knowledge and experiences to ideas in the text. Make text-to-self and text-to-text comparisons. |
| <i>Craft and Structure</i> | |
| R.L.3.6 | <ul style="list-style-type: none">Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| R.L.3.7 | <ul style="list-style-type: none">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. |
| R.L.3.8 | <ul style="list-style-type: none">Distinguish their own point of view from that of the narrator or those of the characters. |
| R.L.3.9 | <ul style="list-style-type: none">Identify and describe a variety of narrative genre including: folktales, fables, realistic fiction. |
| R.L.3.10 | <ul style="list-style-type: none">Explain how authors use literary devices (prediction, personification, point of view) to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits across a variety of texts. |
| R.L.3.11 | <ul style="list-style-type: none">Identify, discuss, and compare both concrete and abstract elements of text: setting, plot, characterization, genre, historical period, theme, tone, moral message, and psychological, political and spiritual implications. |
| <i>Integration of Knowledge and Ideas</i> | |
| R.L.3.12 | <ul style="list-style-type: none">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). |
| R.L.3.13 | <ul style="list-style-type: none">Compare and contrast themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., books from a series). |
| R.L.3.14 | <ul style="list-style-type: none">Map story elements across texts. |
| <i>Range of Reading and Level of Text Complexity</i> | |
| R.L.3.15 | <ul style="list-style-type: none">Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension: predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing. |

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| R.L.3.16 | <ul style="list-style-type: none"> Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning: decoding unknown words; use graphic organizers to deepen understanding of problem and solution and organizational pattern. |
| R.L.3.15-7 | <ul style="list-style-type: none"> Read and comprehend literature, including stories, dramas, and poetry, at the third grade text level complexity independently and proficiently. |
| INFORMATION TEXT | |
| <i>Key Ideas and Details</i> | |
| R.I.3.1 | <ul style="list-style-type: none"> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| R.I.3.2 | <ul style="list-style-type: none"> Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| R.I.3.3 | <ul style="list-style-type: none"> Describe the relationships and patterns 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, cause/effect, problem/solution, and description. |
| <i>Craft and Structure</i> | |
| R.I.3.4 | <ul style="list-style-type: none"> Identify and describe a variety of informational genre: such as textbooks, encyclopedia, magazine, and other digital media sources. |
| R.I.3.5 | <ul style="list-style-type: none"> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. |
| R.I.3.6 | <ul style="list-style-type: none"> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently). |
| R.I.3.7 | <ul style="list-style-type: none"> Distinguish personal point of view from that of the author's text. |
| R.I.3.8 | <ul style="list-style-type: none"> Explain how authors use titles, headings, and subheadings, timelines, prefaces, indices, and table of contents to enhance understanding of supporting and key ideas. |
| <i>Integration of Knowledge and Ideas</i> | |
| R.I.3.9 | <ul style="list-style-type: none"> Use information gained from illustrations (e.g., maps, photographs) and the words in the text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| R.I.3.10 | <ul style="list-style-type: none"> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| R.I.3.11 | <ul style="list-style-type: none"> Compare and contrast the most important points and key details presented in two texts on the same topic. |
| <i>Range of Reading and Level of Text Complexity</i> | |
| R.I.3.12 | <ul style="list-style-type: none"> Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension: predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing. |
| R.I.3.13 | <ul style="list-style-type: none"> Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning: decoding unknown words; use graphic organizers to deepen understanding of problem and solution and organizational pattern. |
| R.I.3.14 | <ul style="list-style-type: none"> Read and comprehend informational texts, including history/social studies, science, and technical texts, at the third grade text complexity independently and |

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| | proficiently. |
| FOUNDATIONAL SKILLS | |
| <i>Phonics and Word Recognition</i> | |
| R.F.3.3 | <ul style="list-style-type: none"> Know and apply grade-level phonics and word analysis skills in decoding words. |
| R.F.3.3a | <ul style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. |
| R.F.3.3b | <ul style="list-style-type: none"> Decode words with common Latin suffixes. |
| R.F.3.3c | <ul style="list-style-type: none"> Decode multi-syllable words. |
| R.F.3.3d | <ul style="list-style-type: none"> Read grade-appropriate irregularly spelled words. |
| <i>Fluency</i> | |
| R.F.3.4 | <ul style="list-style-type: none"> Read with sufficient accuracy and fluency to support comprehension. |
| R.F.3.4a | <ul style="list-style-type: none"> Read grade-level text with purpose and understanding. |
| R.F.3.4b | <ul style="list-style-type: none"> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. |
| R.F.3.4c | <ul style="list-style-type: none"> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| R.F.3.4d | <ul style="list-style-type: none"> Apply pauses and emphasis, punctuation cues, and intonation. |
| R.F.3.5 | <ul style="list-style-type: none"> Recognize identified grade level specific words and sight words while reading grade level text. |
| R.F.3.5a | <ul style="list-style-type: none"> Determine the meaning of words and phrases in context (synonyms, homonyms, multiple meaning words) using strategies and resources (context clues, concept mapping, dictionary) |
| R.F.3.5b | <ul style="list-style-type: none"> Use structural, semantic syntactic, and context cues to automatically read frequently encountered words, decode unknown words and decide meaning including multiple word meanings. |
| <i>Text Types and Purposes</i> | |
| W.3.1 | <ul style="list-style-type: none"> Write opinion pieces on topics or texts, supporting a point of view with reasons. |
| W.3.1a | <ul style="list-style-type: none"> Introduce the topic or text about which they are writing, state an opinion, and create an organizational structure that lists reasons. |
| W.3.1b | <ul style="list-style-type: none"> Provide reasons that support the opinion. |
| W.3.1c | <ul style="list-style-type: none"> Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. |
| W.3.1d | <ul style="list-style-type: none"> Provide a concluding statement or section. |
| W.3.2 | <ul style="list-style-type: none"> Write informative/explanatory pieces or texts (personal essay, directions) to examine a topic and convey ideas and information clearly. |
| W.3.2a | <ul style="list-style-type: none"> Introduce a topic and group related information together/ include illustrations when useful to aiding comprehension. |
| W.3.2b | Write with an audience in mind, proper organization, elaboration and clarification. |
| W.3.2c | <ul style="list-style-type: none"> Develop the topic with facts, definitions, and details. |
| W.3.2d | <ul style="list-style-type: none"> Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. |
| W.3.2e | <ul style="list-style-type: none"> Provide a concluding statement or section. |
| W.3.3 | <ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using effective |

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| | technique, descriptive details, personification, setting, and clear event sequences. |
| W.3.3a | <ul style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| W.3.3b | <ul style="list-style-type: none"> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences, reveal character traits, and develop events or show the response of characters to situations. |
| W.3.3c | <ul style="list-style-type: none"> Use temporal words and phrases to signal event order. |
| W.3.3d | <ul style="list-style-type: none"> Provide a sense of closure. |
| W.3.4 | <ul style="list-style-type: none"> Write expository pieces (news story, article, magazine article) giving facts and details about a topic. |
| W.3.5 | <ul style="list-style-type: none"> Write persuasive pieces (book review, radio ad, poster) with audience in mind, proper organization, elaboration and clarification. |
| W.3.6 | <ul style="list-style-type: none"> Write descriptive pieces (compare/contrast, introductory speech) with a clear detailed picture of a person, place, thing, or event. |
| W.3.7 | <ul style="list-style-type: none"> Write reports demonstrating the understanding of central ideas and supporting details using an effective organizational pattern (problem/solution) with a title, heading, subheading, and a table of contents. |
| W.3.8 | <ul style="list-style-type: none"> Write prayers using drawings, words, word-like clusters, and/or sentences as support. |
| W.3.9 | <ul style="list-style-type: none"> Use the writing process to produce and present a research project: beginning with teacher-selected topic, initiating research questions from content area text, using a variety of resources to gather and organize information. |
| Production and Distribution of Writing | |
| W.3.10 | <ul style="list-style-type: none"> With guidance and support from adults, produce writing in which development and organization are appropriate to task and purpose. |
| W.3.11 | <ul style="list-style-type: none"> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| W.3.12 | <ul style="list-style-type: none"> 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. |
| W.3.13 | <ul style="list-style-type: none"> Set a purpose, consider audience, and replicate author's styles and patterns when writing narrative or informational text. |
| W.3.14 | <ul style="list-style-type: none"> Apply a variety of pre-writing strategies for both narrative and informational text (graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (sequence for beginning, middle, end; problem/solution; compare/contrast, cause/effect). |
| W.3.15 | <ul style="list-style-type: none"> Write sentences varying in patterns and length to slow down or speed up reading and create a mood when drafting a story. |
| Research to Build and Present Knowledge | |
| W.3.16 | <ul style="list-style-type: none"> Conduct short research projects that build knowledge about a topic. |
| W.3.17 | <ul style="list-style-type: none"> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| Range of Writing | |
| W.3.18 | <ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, and |

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| | revision) and shorter time frames (in a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences). |
| <i>Personal Style</i> | |
| W.3.19 | <ul style="list-style-type: none"> Exhibit individual style and voice to enhance the written message (in narrative text: varied word choice and sentence structure, character description; in informational text: examples, transitions, grammar usage.) |
| Handwriting | |
| W.3.20 | <ul style="list-style-type: none"> Continue developing cursive handwriting and use in all writing by the end of the school year. |
| SPEAKING AND LISTENING | |
| <i>Comprehension and Collaboration</i> | |
| S.L.3.1 | <ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. |
| S.L.3.1a | <ul style="list-style-type: none"> 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. |
| S.L.3.1b | <ul style="list-style-type: none"> 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). |
| S.L.3.1c | <ul style="list-style-type: none"> Ask questions to check for understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| S.L.3.1d | <ul style="list-style-type: none"> Explain individual ideas and understanding in light of the discussion. |
| S.L.3.2 | <ul style="list-style-type: none"> Adjust the use of language to communicate effectively with a variety of audiences and for different purposes (information, requests, discussion, presentations, playground, class room interactions). |
| S.L.3.3 | <ul style="list-style-type: none"> Determine the main ideas and supporting details of multiple texts that are read aloud or information presented in diverse media and format, including visually, quantitatively, and orally. |
| S.L.3.4 | <ul style="list-style-type: none"> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| S.L.3.5 | <ul style="list-style-type: none"> Constructively and specifically respond orally to the speaking and writing of others. |
| S.L.3.6 | <ul style="list-style-type: none"> Be aware that the media has a role in focusing attention on events and in shaping opinions, and recognize the variables (mistakes, misspeaks) in the media. |
| S.L.3.7 | <ul style="list-style-type: none"> Discern and reflect on virtuous perspectives regarding viewing habits (ex. movies, television, other media sources) that are in line with Catholic Social Teachings and use in conversations with others. |
| <i>Presentation of Knowledge and Ideas</i> | |
| S.L.3.8 | <ul style="list-style-type: none"> 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. |
| S.L.3.9 | <ul style="list-style-type: none"> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace add visual displays when appropriate to |

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| | emphasize or enhance certain facts or details. |
| S.L.3.10 | <ul style="list-style-type: none"> • Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| S.L.3.11 | <ul style="list-style-type: none"> • Express time relationships using correct verb tenses. |
| S.L.3.12 | <ul style="list-style-type: none"> • Explore and use language to communicate effectively with a variety of audiences and for different purposes: questions and answers, discussions, social interactions, and prayer. |
| S.L.3.13 | <ul style="list-style-type: none"> • Be aware that language is to be used in appropriate and respectful ways. |
| Oral Prayer | |
| S.L.3.14 | <ul style="list-style-type: none"> • Engage in daily spoken prayers while maintaining appropriate posture, gestures and eye contact. |
| LANGUAGE | |
| <i>Conventions of Standard English</i> | |
| L.3.1 | <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.3.1a | <ul style="list-style-type: none"> • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| L.3.1b | <ul style="list-style-type: none"> • Form and use regular and irregular plural nouns. |
| L.3.1c | <ul style="list-style-type: none"> • Use abstract nouns (e.g., <i>childhood</i>). |
| L.3.1d | <ul style="list-style-type: none"> • Form and use regular and irregular verbs. |
| L.3.1e | <ul style="list-style-type: none"> • Form and use the simple verb tenses (<i>I walked, I walk, I will walk</i>). |
| L.3.1f | <ul style="list-style-type: none"> • Ensure subject-verb and pronoun-antecedent agreement. |
| L.3.1g | <ul style="list-style-type: none"> • Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. |
| L.3.1h | <ul style="list-style-type: none"> • Use coordinating and subordinating conjunctions. |
| L.3.1i | <ul style="list-style-type: none"> • Produce simple, compound, and complex sentences. |
| L.3.2 | <ul style="list-style-type: none"> • Identify and use subjects and verbs that are in agreement; past, verb tenses, nouns and possessives; proper nouns, pronouns and modifiers. |
| L.3.3 | <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.3.4 | <ul style="list-style-type: none"> • Identify and use commas in a series and begin use of quotation marks and capitalization in dialogue. |
| L.3.4a | <ul style="list-style-type: none"> • Capitalize appropriate words in titles. |
| L.3.4b | <ul style="list-style-type: none"> • Use commas in addresses. |
| L.3.4c | <ul style="list-style-type: none"> • Use commas and quotation marks in dialogue. |
| L.3.4d | <ul style="list-style-type: none"> • Form and use possessives. |
| L.3.5 | <ul style="list-style-type: none"> • Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. |
| L.3.5a | <ul style="list-style-type: none"> • Use spelling patterns and generalizations (e.g., <i>word families, position-bases spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. |
| L.3.5b | <ul style="list-style-type: none"> • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
| L.3.5.c | <ul style="list-style-type: none"> • Spell frequently encountered words (multisyllabic, r-controlled, most |

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| | consonant blends, contractions, compound, common homophones) correctly. |
| KNOWLEDGE OF LANGUAGE | |
| L.3.6 | <ul style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| L.3.6a | <ul style="list-style-type: none"> Choose words and phrases for effect. |
| L.3.6b | <ul style="list-style-type: none"> Recognize and observe differences between the conventions of spoken and written standard English. |
| VOCABULARY ACQUISITIONS AND USE | |
| L.3.7 | <ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on third grade reading and content, choosing flexibly from a range of strategies. |
| L.3.7a | <ul style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. |
| L.3.7b | <ul style="list-style-type: none"> Determine the meaning of a new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>). |
| L.3.7c | <ul style="list-style-type: none"> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company/companion</i>). |
| L.3.7d | <ul style="list-style-type: none"> Determine the meaning of words and phrases in context (synonyms, antonyms, homonyms, multiple meaning words) using strategies and resources. |
| L.3.7e | <ul style="list-style-type: none"> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. |
| L3.8 | <ul style="list-style-type: none"> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| L3.8a | <ul style="list-style-type: none"> Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>). |
| L3.8b | <ul style="list-style-type: none"> Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). |
| L3.8c | <ul style="list-style-type: none"> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). |
| L3.9 | <ul style="list-style-type: none"> 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., <i>After dinner that night we went looking for them</i>). |