E/LA Common Core Standards for Reading
Grade 3

Key Ideas and Details – Anchor Standards

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events and ideas develop and interact over the course of a text.

Indicator	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date ReAssessed
Reading Literature					
RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.					
RL.3.2. 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.					
RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.					
Informational Text					
RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.					
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.					
RI.3.3. 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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Craft and Structure – Anchor Standards

4. Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning and tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (ex: a section, chapter, scene or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

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Indicator	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date ReAssessed
Reading Literature					
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.					
RL.3.5. 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.					
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.					
Informational Text					
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.					
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.					
RI.3.6. Distinguish their own point of view from that of the author of a text.					

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Integration of Knowledge and Ideas – Anchor Standards					
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.					
Indicator	**Date Taught**	**Date Retaught**	**Date Reviewed**	**Date Assessed**	**Date ReAssessed**
Reading Literature					
RL.3.7. 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).					
RL.3.8. (Not applicable to literature)					
RL.3.9. 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).					
Informational Text					
RI.3.7. 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).					
RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).					
RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.					

Range of Reading and Level of Text Complexity – Anchor Standards 10. Read and comprehend complex literary and informational texts independently and proficiently.					
Indicator	**Date Taught**	**Date Retaught**	**Date Reviewed**	**Date Assessed**	**Date ReAssessed**
Reading Literature					
RL.3.10. 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.					
Informational Text					
RI.3.10. 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.					

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Foundational Skills					
Indicator	**Date Taught**	**Date Retaught**	**Date Reviewed**	**Date Assessed**	**Date ReAssessed**
Phonics and Word Recognition					
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.					
Identify and know the meaning of the most common prefixes and derivational suffixes.					
Decode words with common Latin suffixes.					
Decode multi-syllable words.					
Read grade-appropriate irregularly spelled words.					
Fluency					
RF.3.4. Read with sufficient accuracy and fluency to support comprehension.					
Read grade-level text with purpose and understanding.					
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.					
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					