

Common Core Reading Standards for Grade 3

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

Grade 3 students:

Key Ideas and Details

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

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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.
6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

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).
8. (Not applicable to literature)
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

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.

What does this mean and what can I do at home to help my child develop these skills?

- Ask my child to point to the part of the book that tells about specific things that happened in the story
- Ask my child to retell stories, fables, and myths and explain the lesson learned and the details that support the lesson
- Ask my child to tell me about the people in the story and how their actions contributed to what happened in the story
- Ask my child to point out words and phrases that show real and unreal ideas
- Ask my child to describe parts and terms of stories and books, like chapters, stanzas, scenes, and explain how they fit together
- Talk with my child about how the illustrations contribute to the words the author is using in the text, showing mood or emphasizing setting
- Compare plots, settings, and characters in different stories by the same author
- Help my child become a better reader by reading with her and providing opportunities for her to read by herself



Common Core Reading Standards Foundational Skills Grade 3

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.



Grade 3 students:	
Print Concepts	
1.	Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none">Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	
2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none">Distinguish long from short vowel sounds in spoken single-syllable words.Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Grade 3 students:	
Phonics and Word Recognition	
3.	Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none">Identify and know the meaning of the most common prefixes and derivational suffixes.Decode words with common Latin suffixes.Decode multisyllable words.Read grade-appropriate irregularly spelled words.
Fluency	
4.	Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none">Read on-level text with purpose and understanding.Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readingsUse context to confirm or self-correct word recognition and understanding, rereading as necessary.

What does this mean and what can I do at home to help my child develop these skills?

- Help my child identify and understand common prefixes (beginnings, un-, in-, dis-) and suffixes (endings -ify, -able, -ion)
- Help my child to break apart words with more than one syllable and decode the word
- Practice reading words on the grade level reading and spelling lists
- Help my child to practice reading prose (most reading) and poetry (more rhythmic reading) so that he is comfortable reading and understanding what he reads
- Allow my child to read to me often, the same book, so that he sees how much he is improving as he rereads it
- Remind my child to reread when what he reads doesn't make sense

Common Core Writing Standards Grade 3

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.



Grade 3 students:

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - b. Provide reasons that support the opinion.
 - c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
 - d. Provide a concluding statement or section.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, and details.
 - c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
 - d. Provide a concluding statement or section.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - c. Use temporal words and phrases to signal event order.
 - d. Provide a sense of closure.

What does this mean and what can I do at home to help my child develop these skills?

- Help my child to write an opinion piece about a topic or book by telling about the topic, presenting supporting facts, stating his point of view and providing reasons for feeling that way, and organizing his writing
- Help my child to write about a topic by using linking words to connect phrases, paragraphs, and ideas (therefore, also, for example)
- Encourage my child to use illustrations when appropriate to aid understanding of a topic he is writing about
- Help my child to develop his topic by adding facts, definitions, and details
- Help my child to improve on her original writing by using descriptions, feelings, and dialogue to enhance writing
- Help my child to work with others to do simple research about a given topic – and write and organize the facts they find
- Help my child to understand the importance of reflection and revision in the writing process, and that some writing assignments require more time to complete the revision process

Speaking and Listening Standards Grade 3

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.



Grade 3 students:	
Comprehension and Collaboration	
1.	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. <ol 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. 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.
2.	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.
3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Presentation of Knowledge and Ideas	
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.
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.
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 on pages 28 and 29 for specific expectations.)

Grade 3 students:	
Production and Distribution of Writing	
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.)
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 on pages 28 and 29.)
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.
Research to Build and Present Knowledge	
7.	Conduct short research projects that build knowledge about a topic.
8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
9.	(Begins in grade 4)
Range of Writing	
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.

What does this mean and what can I do at home to help my child develop these skills?

- Help my child to increase conversational skills by asking him to clarify the facts behind what he is saying
- Hold discussions with my child so that he can practice getting his point across in a respectful way, and so that he will understand the need for respectful listening and speaking
- Ask my child to tell me the main ideas about what he is seeing, hearing, or reading, and have him tell me why he thinks he is correct
- Encourage my child to be aware of details, like numbers, visual descriptions, and other facts
- Help my child to prepare and give reports, showing him what is relevant for telling the story
- Help my child record himself while reading grade-appropriate text so that he can practice and become a more fluent reader
- Model speaking in complete sentences with my child

Language Standards Grade 3

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.



Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases for effect.*
 - b. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

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.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. 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*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).
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*).

What does this mean and what can I do at home to help my child develop these skills?

- Check my child's understanding of good grammar when she writes and speaks
 - Does she use nouns, verbs, adjectives, and adverbs correctly?
 - Can she use simple (He went to the store), compound (He went to the store and bought milk), complex sentences (When he went to the store, he forgot to buy milk)?
 - Does she use proper punctuation?
 - Does she use good spelling for regular words, and can she use spelling patterns, word parts, and word rules to figure out unknown words?
 - Can she use a dictionary?
- Check my child's understanding of words
 - Does she choose words that say what she is trying to say?
 - Can she figure out the meaning of words by looking for clues in the words or sentence?
 - Can she tell the difference between shades of meaning (knew, thought, suspected, heard)?
- Do I help my child learn and use new words?