



Grade 3 English/Language Arts

This document provides correlations between the 2023 Indiana Academic Standards and the 2020 Indiana Academic Standards for easy reference.

The 2023 Indiana Academic Standards resulted from the standards streamlining process required by Indiana Code 20-31-3-1(c-d) and were adopted by the Indiana State Board of Education in June 2023. Standards designated as essential (E) are shaded in gray and all standards were renumbered to avoid gaps in sequencing.

2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Reading Foundations		Domain: Reading Foundations	
Number	Text	Number	Text
3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	3.RF.4.2	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.
3.RF.2	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).	3.RF.4.4	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural). <i>Further guidance for support will be provided in the Literacy Framework.</i>
3.RF.3	Know and use more difficult word families when reading unfamiliar words (e.g., -ight)	3.RF.4.5	Know and use more difficult word families when reading unfamiliar words (e.g., -ight). <i>Further guidance for support will be provided in the Literacy Framework.</i>

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3.RF.4	Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). (E)	3.RF.4.6	Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). <i>Further guidance for support will be provided in the Literacy Framework.</i>
3.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately with expression that connotes comprehension.	3.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
		3.RF.2.1	<i>Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom</i>
		3.RF.2.2	<i>Students are expected to build upon and continue applying concepts learned previously. K.RF.2.2 Recognize that written words are made up of sequences of letters.</i>
		3.RF.2.3	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</i>
		3.RF.2.4	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.4 Learn and apply knowledge of alphabetical order.</i>
		3.RF.3.1	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.1 Identify and produce rhyming words.</i>

		3.RF.3.2	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.</i>
		3.RF.3.3	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.</i>
		3.RF.3.4	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words</i>
		3.RF.3.5	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.5 Segment the individual sounds in one-syllable words</i>
		3.RF.4.1	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</i>
		3.RF.4.3	<i>Students are expected to build upon and continue applying concepts learned previously. 2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.</i>

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2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Reading Comprehension		Domains: Reading Literature, Reading Nonfiction, and Reading Vocabulary	
Number	Text	Number	Text
3.RC.1	Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers. (E)	3.RL.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
		3.RN.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RC.2	Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. (E)	3.RL.2.2	Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. <i>Further guidance for support will be provided in the Literacy Framework.</i>
3.RC.3	Describe characters in a story (e.g., their traits, motivations, or feelings), and explain how their actions contribute to the plot.	3.RL.2.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
3.RC.4	Distinguish personal point of view from that of the narrator or those of the characters	3.RL.3.2	Distinguish personal point of view from that of the narrator or those of the characters.
3.RC.5	Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)	3.RN.2.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.

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3.RC.6	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	3.RN.2.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
3.RC.7	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	3.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
3.RC.8	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. (E)	3.RN.3.2	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.
3.RC.9	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	3.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.
3.RC.10	Compare and contrast the most important points and key details presented in two texts on the same topic.	3.RN.4.2	Compare and contrast the most important points and key details presented in two texts on the same topic.
3.RC.11	Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	3.RV.2.1	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
3.RC.12	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire). (E)	3.RV.2.2	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).

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3.RC.13	Use a known word as a clue to the meaning of an unknown word with the same root and identify when an affix is added to a known root word.	3.RV.2.4	Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.
		3.RL.2.4	<i>Students are expected to build upon and continue applying concepts learned previously. 2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.</i>
		3.RL.3.1	Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.
		3.RL.4.1	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).
		3.RL.4.2	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).
		3.RN.3.3	Distinguish one's own perspective from that of the author of the text.
		3.RN.4.3	<i>Standard begins at sixth grade. 6.RN.4.3: Compare and contrast one author's presentation of events with that of another.</i>

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		3.RV.2.3	<i>Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations.</i>
		3.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.
		3.RV.3.1	Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
		3.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.
		3.RV.3.3	Recognize and understand the meanings of idioms in context.
2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Writing		Domain: Writing	
Number	Text	Number	Text
3.W.1	Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.	3.W.2.1	Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.

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<p>3.W.2</p>	<p>Write persuasive compositions in a variety of forms that:</p> <ul style="list-style-type: none"> a. State the opinion in an introductory statement or section. b. Support the opinion with reasons in an organized way. c. Connect opinion and reasons using words and phrases. d. Provide a concluding statement or section. <p>(E)</p>	<p>3.W.3.1</p>	<p>Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> a. State the opinion in an introductory statement or section. b. Support the opinion with reasons in an organized way c. Connect opinion and reasons using words and phrases. d. Provide a concluding statement or section.
<p>3.W.3</p>	<p>Write informative compositions on a variety of topics that:</p> <ul style="list-style-type: none"> a. State the topic, develop a main idea for the introductory paragraph, and group related information together. b. Develop the topic with facts and details. c. Connect ideas within categories of information using words and phrases. d. Use text features (e.g., photographs, maps) when useful to aid comprehension. e. Provide a concluding statement or section. <p>(E)</p>	<p>3.W.3.2</p>	<p>Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> a. State the topic, develop a main idea for the introductory paragraph, and group related information together. b. Develop the topic with facts and details. c. Connect ideas within categories of information using words and phrases. d. Use text features (e.g., pictures, graphics) when useful to aid comprehension. e. Provide a concluding statement or section.
<p>3.W.4</p>	<p>Write narrative compositions in a variety of forms that:</p> <ul style="list-style-type: none"> a. Establish an introduction (e.g., situation, narrator, characters). b. Include specific descriptive details and clear event sequences. 	<p>3.W.3.3</p>	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> a. Establish an introduction (e.g., situation, narrator, characters). b. Include specific descriptive details and clear event sequences.

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	<ul style="list-style-type: none"> c. Include dialogue. d. Connect ideas and events using introduction and transition words. e. Provide an ending. (E) 		<ul style="list-style-type: none"> c. Include dialogue. d. Connect ideas and events using introduction and transition words. e. Provide an ending.
3.W.5	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents. 	3.W.4	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> a. Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents.
3.W.6	<p>Conduct research on a topic.</p> <ul style="list-style-type: none"> a. Identify a specific topic or question of interest (e.g., Where did Benjamin Harrison grow up?). b. Locate information in reference texts, electronic resources, or through interviews. c. Recognize that some sources may be more reliable than others. d. Record relevant information in their own words. e. Present the information, choosing from a variety of formats. (E) 	3.W.5	<p>Conduct short research on a topic.</p> <ul style="list-style-type: none"> a. Identify a specific topic or question of interest (e.g., Where did Benjamin Harrison grow up?). b. Locate information in reference texts, electronic resources, or through interviews. c. Recognize that some sources may be more reliable than others. d. Record relevant information in their own words. e. Present the information, choosing from a variety of formats.

<p>3.W.7</p>	<p>Demonstrate command of English grammar and usage, focusing on:</p> <ul style="list-style-type: none"> a. Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought). b. Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions. c. Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence. d. Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or) correctly. (E) 	<p>3.W.6.1</p>	<p>Demonstrate command of English grammar and usage, focusing on:</p> <ul style="list-style-type: none"> 3.W.6.1a Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought). 3.W.6.1b Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions. 3.W.6.1c Adjectives/ Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence. <i>3.W.6.1d Prepositions – Standard begins at fourth grade.</i> <i>4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</i> 3.W.6.1e Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).
<p>3.W.8</p>	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <ul style="list-style-type: none"> a. Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events. b. Punctuation – 	<p>3.W.6.2</p>	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <ul style="list-style-type: none"> 3.W.6.2a Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

	<ul style="list-style-type: none"> I. Correctly using apostrophes to form contractions and singular and plural possessives. II. Using quotation marks to mark direct speech. III. Using commas in locations and addresses, to mark direct speech, and for coordinating adjectives (e.g., a small, red bicycle). <p>c. Spelling –</p> <ul style="list-style-type: none"> I. Using correct spelling for irregularly spelled words (e.g., said, does, gone) and other studied words and for adding affixes to base words. II. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing. (E) 		<p>3.W.6.2b Punctuation –</p> <ul style="list-style-type: none"> a. Correctly using apostrophes to form contractions and singular and plural possessives. b. Using quotation marks to mark direct speech. c. Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle). <p>3.W.6.2c Spelling –</p> <ul style="list-style-type: none"> a. Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. b. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.
		<p>3.W.2.2</p>	<p><i>Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.</i></p>

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2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Communication and Collaboration		Domains: Speaking & Listening and Media Literacy	
Number	Text	Number	Text
3.CC.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (E)	3.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
3.CC.2	Explore ideas under discussion by drawing on readings and other information.	3.SL.2.2	Explore ideas under discussion by drawing on readings and other information.
3.CC.3	Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. (E)	3.SL.2.4	Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.
3.CC.4	Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally. (E)	3.SL.3.1	Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.
3.CC.5	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3.SL.3.2	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
3.CC.6	Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner. (E)	3.SL.4.1	Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.

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3.CC.7	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.	3.SL.4.2	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.
3.CC.8	Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture. (E)	3.ML.2.1	Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.
		3.SL.2.3	Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.
		3.SL.2.5	Explain personal ideas and understanding in reference to the discussion.
		3.SL.4.3	<i>Students are expected to build upon and continue applying conventions learned previously. 2.SL.4.3 Give and follow multi-step directions.</i>
		3.ML.2.2	<i>Standard begins in fifth grade. 5.ML.2.2: Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.</i>