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Indiana Academic Standards English Language Arts: Grade 3



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Introduction

The Indiana Academic Standards for English Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the highest quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional supports in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards could not have been developed without the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.



English Language Arts: Grade 3

READING

Guiding Principle: Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.

Reading: Foundations

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

Learning Outcome

3.RF.1

Apply foundational reading skills to build reading fluency and comprehension.

Print Concepts

3.RF.2.1

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.



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3.RF.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>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.</i> <i>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.</i> <i>1.RF.2.4 Learn and apply knowledge of alphabetical order.</i>
Phonological Awareness	
3.RF.3.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i> <i>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.</i> <i>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.</i> <i>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.</i> <i>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.</i> <i>1.RF.3.5 Segment the individual sounds in one-syllable words.</i>



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Phonics	
3.RF.4.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i> 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.
3.RF.4.2	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.
3.RF.4.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i> 2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.
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.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>
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>
Fluency	



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3.RF.5

Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.



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Reading: *Literature*

There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

3.RL.1

Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

Key Ideas and Textual Support

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.RL.2.2

Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.
Further guidance for support will be provided in the Literacy Framework.

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.RL.2.4

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.



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Structural Elements and Organization

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.3.2

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

Connection of Ideas

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).



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Reading: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

3.RN.1

Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

Key Ideas and Textual Support

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.RN.2.2

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

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.

Structural Elements and Organization



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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.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.RN.3.3	Distinguish one's own perspective from that of the author of the text.
Connection of Ideas	
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.RN.4.2	Compare and contrast the most important points and key details presented in two texts on the same topic.
3.RN.4.3	<i>Standard begins at sixth grade.</i> <i>6.RN.4.3: Compare and contrast one author's presentation of events with that of another.</i>



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Reading: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

3.RV.1

Build and use accurately conversational, general academic, and content-specific words and phrases.

Vocabulary Building

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.RV.2.2

Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).

3.RV.2.3

Standard begins at sixth grade.
6.RV.2.3: Distinguish among the connotations of words with similar denotations.

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.



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3.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.
Vocabulary in Literature and Nonfiction Texts	
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.



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WRITING

***Guiding Principle:** Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.*

Writing	
There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.	
Learning Outcome	
3.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.
Handwriting	
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.
3.W.2.2	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.



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Writing Genres

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

The Writing Process

3.W.4	Apply the writing process to – <ol style="list-style-type: none">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).
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- b. Use available technology to produce and publish legible documents.

The Research Process

3.W.5

Conduct short research on a topic.

- 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.

Conventions of Standard English

3.W.6.1

Demonstrate command of English grammar and usage, focusing on:

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.

3.W.6.1d Prepositions – Standard begins at fourth grade.

4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.

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).



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3.W.6.2

Demonstrate command of capitalization, punctuation, and spelling, focusing on:

3.W.6.2a Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events. **3.W.6.2b Punctuation** –

- 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).

3.W.6.2c Spelling –

- 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.



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SPEAKING AND LISTENING

***Guiding Principle:** Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.*

Speaking and Listening

There are three key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

3.SL.1

Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

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.SL.2.2

Explore ideas under discussion by drawing on readings and other information.



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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.2.4	Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.
3.SL.2.5	Explain personal ideas and understanding in reference to the discussion.
Comprehension	
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.SL.3.2	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Presentation of Knowledge and Ideas	
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.
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.



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3.SL.4.3

Students are expected to build upon and continue applying conventions learned previously.
2.SL.4.3 Give and follow multi-step directions.



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MEDIA LITERACY

***Guiding Principle:** Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.*

Media Literacy	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
Learning Outcome	
3.ML.1	Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.
Media Literacy	
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.ML.2.2	<i>Standard begins in fifth grade.</i> <i>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>