

Indiana Academic Standards English/ Language Arts

Core Knowledge Language Arts

GRADE 3

A Correlation of CKLA to Indiana Academic Standards English/ Language Arts

Essential Standards:

All standards are to be taught through the course of the grade level. Standards that are essential to have mastered by the end of the grade are identified with shading and an "E."

Grade 3	
Indiana Academic Standards English/ Language Arts	Core Knowledge Language Arts
Reading Foundations	
Learning Outcome: Students read grade-level text independently and fluently.	
3.RF.1 Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	Unit TG: U1, U4, U5, U6, U7, U9, U10
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).	Unit TG: U2, U3
3.RF.3 Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	Unit TG: U11
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)	Unit TG: U3, U4, U7, U8, U9, U10, U11

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<p>3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately with expression that connotes comprehension.</p>	<p>Unit TG: U1, U2, U3, U4, U5, U6, U7, U8, U9, U10, U11</p>
<p>Reading Comprehension</p>	
<p>Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.</p>	
<p>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)</p>	<p>Unit TG: U1, U2, U3, U4, U5, U6, U7, U8, U9, U10, U11</p>
<p>3.RC.2 Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. (E)</p>	<p>Unit TG: U1, U6, U10</p>
<p>3.RC.3 Describe characters in a story (e.g., their traits, motivations, or feelings), and explain how their actions contribute to the plot.</p>	<p>Unit TG: U1, U4, U5, U6, U8, U10</p>
<p>3.RC.4 Distinguish personal point of view from that of the narrator or those of the characters.</p>	<p>Unit TG: U1, U4, U8</p>
<p>3.RC.5 Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)</p>	<p>Unit TG: U2, U3, U4, U5, U7, U8, U9, U10</p> <p>*Research Unit TG</p>
<p>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.</p>	<p>Unit TG: U2, U3, U4, U5, U7, U8, U9, U10</p>

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<p>3.RC.7 Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).</p>	<p>Unit TG: U2, U5</p> <p>*Research Unit TG</p>
<p>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)</p>	<p>Unit TG: U2, U3, U5, U7, U9</p>
<p>3.RC.9 Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.</p>	<p>Unit TG: U4, U7, U9</p>
<p>3.RC.10 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Unit TG: U2, U4, U5, U7, U8, U9, U10</p> <p>*Research Unit TG</p>
<p>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.</p>	<p>Unit TG: U10, U11</p>
<p>3.RC.12 Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire). (E)</p>	<p>Unit TG: U1, U3, U4, U5, U6, U7, U8, U9, U10</p>
<p>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.</p>	<p>Unit TG: U2, U3, U4, U5, U6, U7, U8, U9, U10</p>

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Writing	
Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.	
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.	Unit TG: U1
3.W.2 Write persuasive compositions in a variety of forms that:	Unit TG: U1, U3, U4, U5, U7, U9
3.W.2a State the opinion in an introductory statement or section.	Unit TG: U4, U9
3.W.2b Support the opinion with reasons in an organized way.	Unit TG: U4, U5, U9
3.W.2c Connect opinion and reasons using words and phrases.	Unit TG: U9
3.W.2d Provide a concluding statement or section. (E)	Unit TG: U1, U3, U4, U9
3.W.3 Write informative compositions on a variety of topics that:	Unit TG: U2, U3, U5, U6, U7, U11 *Research Unit TG
3.W.3a State the topic, develop a main idea for the introductory paragraph, and group related information together.	Unit TG: U3, U5, U7, U11
3.W.3b Develop the topic with facts and details.	Unit TG: U2, U3, U5, U7, U11

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3.W.3c Connect ideas within categories of information using words and phrases.	Unit TG: U5, U7
3.W.3d Use text features (e.g., photographs, maps) when useful to aid comprehension.	Unit TG: U2, U5
3.W.3e Provide a concluding statement or section. (E)	Unit TG: U3, U5, U7
3.W.4 Write narrative compositions in a variety of forms that:	Unit TG: U1, U4, U6, U7, U9, U10, U11
3.W.4a Establish an introduction (e.g., situation, narrator, characters).	Unit TG: U10, U11
3.W.4b Include specific descriptive details and clear event sequences.	Unit TG: U10, U11
3.W.4c Include dialogue.	Unit TG: U1, U10
3.W.4d Connect ideas and events using introduction and transition words.	Unit TG: U1, U2, U3, U10
3.W.4e Provide an ending. (E)	Unit TG: U1, U4, U6, U9, U10
3.W.5 Apply the writing process to –	

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<p>3.W.5a 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).</p>	<p>Unit TG: U1, U4, U5, U6, U7, U9</p> <p>*Research Unit TG</p>
<p>3.W.5b Use available technology to produce and publish legible documents.</p>	<p>Unit TG: U5, U7</p>
<p>3.W.6 Conduct research on a topic.</p>	<p>Unit TG: U5, U10</p> <p>*Research Unit TG</p>
<p>3.W.6a Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).</p>	<p>Unit TG: U5, U10</p> <p>*Research Unit TG</p>
<p>3.W.6b Locate information in reference texts, electronic resources, or through interviews.</p>	<p>Unit TG: U5, U10</p> <p>*Research Unit TG</p>
<p>3.W.6c Recognize that some sources may be more reliable than others.</p>	<p>*Research Unit TG</p>
<p>3.W.6d Record relevant information in their own words.</p>	<p>Unit TG: U2, U3, U4, U5, U7, U8, U9, U10</p> <p>*Research Unit TG</p>
<p>3.W.6e Present the information, choosing from a variety of formats. (E)</p>	<p>Unit TG: U1, U2, U5, U6, U7, U9, U10, U11</p>

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	*Research Unit TG
3.W.7 Demonstrate command of English grammar and usage, focusing on:	Unit TG: U1, U2, U3, U4, U5, U6, U7, U9, U10, U11
3.W.7a Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).	Unit TG: U1, U2, U3, U5
3.W.7b Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.	Unit TG: U4 *Supplemental Grammar Lessons
3.W.7c 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.	Unit TG: U9, U10, U11
3.W.7d 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)	Unit TG: U5, U6, U7
3.W.8 Demonstrate command of capitalization, punctuation, and spelling, focusing on:	Unit TG: U1, U2, U3, U4, U5, U6, U7, U8, U9, U10, U11
3.W.8a Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	Unit TG: U1, U2, U10, U11 *Research Unit TG

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3.W.8b Punctuation – 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).	Unit TG: U1, U7, U11
3.W.8c Spelling – 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)	Unit TG: U3, U4, U5, U6, U7, U8, U9, U10, U11
Communication and Collaboration	
Learning Outcome: Students participate and engage in collaborative discussions and paraphrase information provided in grade-level texts and presentations.	
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)	Unit TG: U5, U7
3.CC.2 Explore ideas under discussion by drawing on readings and other information.	Unit TG: U5, U10

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<p>3.CC.3 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. (E)</p>	<p>Unit TG: U4, U5, U6, U9, U10</p> <p>*Research Unit TG</p>
<p>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)</p>	<p>Unit TG: U1, U2, U4, U5, U7, U8, U9, U10</p> <p>*Research Unit TG</p>
<p>3.CC.5 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>Unit TG: U1, U5, U9, U10</p> <p>*Research Unit TG</p>
<p>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)</p>	<p>Unit TG: U5, U8, U11</p>
<p>3.CC.7 Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.</p>	<p>Unit TG: U8</p>
<p>3.CC.8 Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture. (E)</p>	<p>Unit TG: U2, U5</p>

*Research Unit lessons and Supplemental Grammar lessons are available digitally. These materials can be accessed on the CKLA Teacher Resource site and the CKLA Digital Experience.