		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
READING STANDARDS: FOUNDATIONAL SKILLS	Phonics and Word Recognition	3.RF.1	*(There is not a grade 3 standard for this concept. Please see preceding grades for more information.)*	NA	
		3.RF.2	*(There is not a grade 3 standard for this concept. Please see preceding grades for more information.)*	NA	
		3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words, with guidance and support as needed.	Changed to add "with guidance and support as needed."
		3.RF.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	Identify and know the meaning of the most common prefixes and suffixes.	Changed for clarification; deleted the word "derivational."
		3.RF.3b	Decode words with common Latin suffixes.	No change	
		3.RF.3c	Decode multisyllable words.	No change	
		3.RF.3d	Read grade-appropriate irregularly spelled words.	No change	
	Fluency	3.RF.4	Read with sufficient accuracy and fluency to support comprehension.	No change	
		3.RF.4a	Read grade-level text with purpose and understanding.	Read a variety of text levels with purpose and understanding using text evaluated by multiple measures, including readability and other scores of text complexity; with guidance and support as needed.	Changed for clarification and specificity about using multiple measures. Added "with guidance and support as needed."

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
READING STANDARDS: FOUNDATIONAL SKILLS	**Fluency**	3.RF.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Read a variety of text, prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; using text evaluated by multiple measures including readability and other scores of text complexity with guidance and support as needed.	Changed for clarification and specificity about using multiple measures. Added "with guidance and support as needed."
		3.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

		3.R.1		Ask and answer questions, using connections or prior knowledge, to determine and locate relevant and specific details in a text to support an answer or inference.	New recommended Standard that combines Reading for Information and Reading for Literature.
READING	**Key Ideas and Details**	3.R.2		Paraphrase a variety of texts from diverse cultures including fables, folktales, or myths. Determine the central idea/main idea or theme and explain how it is conveyed through key details in the text.	New recommended Standard that combines Reading for Information and Reading for Literature.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
READING	Key Ideas and Details	3.R.3		In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. In informational texts, describe the relationship between a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.	New recommended Standard that combines Reading for Information and Reading for Literature.
	Craft and Structure	3.R.4		Determine the meaning of words, phrases, figurative language, academic and domain-specific words.	New recommended Standard that combines Reading for Information and Reading for Literature.
		3.R.5		Identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	New recommended Standard that combines Reading for Information and Reading for Literature.
		3.R.6		In both literary and informational texts, distinguish their own point of view from that of the author, narrator or characters in a text.	New recommended Standard that combines Reading for Information and Reading for Literature.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
READING	**Integration of Knowledge and Ideas**	3.R.7		In literary texts, 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). In informational texts, 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).	New recommended Standard that combines Reading for Information and Reading for Literature.
		3.R.8		Explain how an author uses reasons and evidence to support particular points in a text.	New recommended Standard that combines Reading for Information and Reading for Literature.
		3.R.9		In literary texts, compare and contrast the themes, settings, and plots of stories. In informational texts, compare and contrast the most important points and key details presented in no more than two texts on the same topic.	New recommended Standard that combines Reading for Information and Reading for Literature.
	Range of Reading and Level of Text Complexity	3.R.10		Text complexity standards recommended to be moved to supporting guidance.	Text complexity standards recommended to be moved to supporting guidance.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
READING	**Responding to Literature**	3.R.11		Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.	New recommended Standard that combines Reading for Information and Reading for Literature.
		3.R.11.a		Self-select text based upon personal preferences with opportunities to read independently for pleasure.	New recommended Standard that combines Reading for Information and Reading for Literature.
WRITING STANDARDS	**Production, Range, and Distribution of Writing**	3.W.1		Produce writing in which the development and organization are appropriate to task and purpose.	New recommended Standard for Writing.
		3.W.1a		Not applicable to this grade.	New recommended Standard for Writing.
		3.W.1b		Use precise language and domain-specific vocabulary to inform about or explain the topic.	New recommended Standard for Writing.
		3.W.1c		Use linking words and phrases to connect ideas within categories of information.	New recommended Standard for Writing.
		3.W.1d		Not applicable to this grade	New recommended Standard for Writing.
		3.W.1e		Provide a conclusion.	New recommended Standard for Writing.
		3.W.2		Develop and strengthen writing as needed by planning, revising, and editing, with guidance and support as needed.	New recommended Standard for Writing.
		3.W.3		Write routinely over extended and shorter time frames or a range of tasks, purposes, and audiences.	New recommended Standard for Writing.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
WRITING STANDARDS	Production, Range, and Distribution of Writing	3.W.4		Use technology to produce and publish writing as well as to interact and collaborate with others, with guidance and support.	New recommended Standard for Writing.
	Research to Build Knowledge	3.W.5		Conduct research to answer questions, including self-generated questions, and to build knowledge about a topic, with guidance and support as needed	New recommended Standard for Writing.
		3.W.6		Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	New recommended Standard for Writing.
		3.W.7		(Begins in grade 4)	
	Text Types and Purposes	3.W.8		Write opinion pieces on topics or texts, using supporting details which support the point of view.	New recommended Standard for Writing.
		3.W.8.a		Introduce the topic or text they are writing about, state an opinion, lists reasons in an organized manner.	New recommended Standard for Writing.
		3.W.8.b		Provide reasons that support the opinion.	New recommended Standard for Writing.
		3.W.9		Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.	New recommended Standard for Writing.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
WRITING STANDARDS	**Text Types and Purposes**	3.W.9.a		Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	New recommended Standard for Writing.
		3.W9.b		Develop the topic with facts, definitions, and details.	New recommended Standard for Writing.
		3.W.10		Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	New recommended Standard for Writing.
		3.W.10.a		Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	New recommended Standard for Writing.
		3.W.10.b		Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. With support and guidance use dialogue as a technique.	New recommended Standard for Writing.
		3.W.10.c		Use words and phrases related to time to signal event order.	New recommended Standard for Writing.
		3.W.10.d		Write a conclusion.	New recommended Standard for Writing.
		3.W.11		Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.	New recommended Standard for Writing.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
SPEAKING AND LISTENING STANDARDS	**Comprehension and Collaboration**	3.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.	Change to remove examples. Committee recommends a separate section for examples/guidance.
		3.SL.1a	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.	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.	Changed to clarify and make more teacher- and parent-friendly.
		3.SL.1b	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).	Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.	Changed to clarify (changed rules to norms) and make more teacher- and parent-friendly.
		3.SL.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Ask questions to check understanding of information presented and link their comments to the remarks of others.	Changed for consistency and clarity, plus concerns about developmental appropriateness.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
SPEAKING AND LISTENING STANDARDS	**Comprehension and Collaboration**	3.SL.1d	Explain their own ideas and understanding in light of the discussion.	Explain their own ideas and understanding of the discussion.	Changed to clarify language.
		3.SL.1e	Seek to understand and communicate with individuals from different cultural backgrounds.	Seek to understand and communicate with individuals from diverse backgrounds.	Changed across grades to clarify (changed "cultural backgrounds" to "diverse backgrounds").
		3.SL.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.	Determine the main ideas and supporting details or information presented in diverse media and formats, including visually, quantitatively, and orally.	Changed for consistency with anchor standard.
		3.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Evaluate a speaker's point of view by asking and answering questions about information from a speaker, offering appropriate elaboration and detail.	Changed for consistency with anchor standard.
	Presentation of Knowledge and Ideas	3.SL.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.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences, with appropriate volume for the audience.	Moved Grade 2 Standard to Grade 3 and made edits to language to allow progression through the grades and respond to grade level concern.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
SPEAKING AND LISTENING STANDARDS	**Presentation of Knowledge and Ideas**	3.SL.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.	Include multimedia components and visual displays in presentations to emphasize or enhance certain facts or details.	Changed for consistency across grades.
		3.SL.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 page 38 for specific expectations.)	Identify contexts that call for formal English and situations where informal discourse is appropriate.	Changed to clarify language and align with anchor standard.
LANGUAGE	**Conventions of Standard English**	3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	No change	
		3.L.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and in particular sentences	Changed to simplify language.
		3.L.1b	Form and use regular and irregular plural nouns.	No change	
		3.L.1c	Use abstract nouns (e.g., childhood).	Use abstract nouns.	Changed to omit example; no examples needed. Committee recommends a separate section for examples/guidance.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
LANGUAGE	Conventions of Standard English	3.L.1d	Form and use regular and irregular verbs.	No change	
		3.L.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	Form and use the simple verb tenses.	Changed to omit example; no examples needed. Committee recommends a separate section for examples/guidance.
		3.L.1f	Ensure subject-verb and pronoun-antecedent agreement.*	No change	*Begins in Grade 3, and continues as progressive skill
		3.L.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Form and use comparative and superlative adjectives and adverb depending on what is to be modified.	Changed to clarify language.
		3.L.1h	Use coordinating and subordinating conjunctions.	No change	
		3.L.1i	Produce simple, compound, and complex sentences.	No change	
		3.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	No change	
		3.L.2a	Capitalize appropriate words in titles.	No change	

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
LANGUAGE	**Conventions of Standard English**	3.L.2b	Use commas in addresses.	No change	
		3.L.2c	Use commas and quotation marks in dialogue.	No change	
		3.L.2d	Form and use possessives.	No change	
		3.L.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words.	Changed to omit example; no examples needed. Committee recommends a separate section for examples/guidance.
		3.L.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Use spelling patterns, rules, and generalizations in writing words.	Changed to omit example; no examples needed. Committee recommends a separate section for examples/guidance.
		3.L.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Consult reference materials as needed to check and correct spellings.	Changed to make more inclusive of varied types of resources.

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
LANGUAGE	**Knowledge of Language**	3.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	No change	
		3.L.3a	Choose words and phrases for effect.*	No change	*Begins in Grade 3, and continues as progressive skill
		3.L.3b	Recognize and observe differences between the conventions of spoken and written standard English.	No change	
	Vocabulary Acquisition and Use	3.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based, choosing flexibly from a range of strategies.	Changed to delete grade-specific language.
		3.L.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	No change.	
		3.L.4b	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).	No change	
		3.L.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	No change	

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		Standard Code	Current Standard	Revised Standard Recommendation	Additional Information/Notes
LANGUAGE	Vocabulary Acquisition and Use	3.L.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.	Changed to clarify language; no need to specific print or digital.
		3.L.5	Demonstrate understanding of word relationships and nuances in word meanings.	No change	
		3.L.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	No change	
		3.L.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	Use words to identify and describe the world, making connections between words and their use (e.g., describe people who are friendly or helpful).	Changed to clarify language and intent of the standard.
		3.L.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	No change	
		3.L.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).	Acquire and accurately use 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 out for dessert).	Changed to delete "grade appropriate" as this is implied in all standards. Also edited example.

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