

# **Kansas Standards for English Language Arts**

Adopted November 2017

By the Kansas State Board of Education

The 2017 English Language Arts Standards were created with a goal to meet the vision of the Kansas State Board of Education: To Lead the World in the Success of Each Student. To this end, these standards were built with the purpose of providing educators, parents, and other education stakeholders a clear view of what English Language Arts and Literacy instruction should look like in Kansas.

Further, the English Language Arts Standards are built upon a foundation of common understandings – or practices – which provide a “big picture view” of broad goals for English Language Arts and Literacy instruction for each student across the state. These five foundational practices are intended to support a philosophy aligned with the Kansas State Board of Education’s vision and goals, which are intended to ensure that, through their PreK-12 experiences, Kansas kids are equipped with the academic, cognitive, metacognitive, technical, and employability skills required for postsecondary success, as well as the capacity to positively impact the world around them.

### English Language Arts Foundational Practices

1. Write, speak, read, and listen appropriately in all disciplines.
2. Seek out and work to understand diverse perspectives.
3. Use knowledge gained from literacy experiences to solve problems.
4. Create multimodal versions of texts for a range of purposes and audiences.
5. Self-regulate and monitor growth in writing, speaking, reading, and listening.

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

### Writing

Text Types and Purposes	<a href="#">W.3.1</a>	<a href="#">W.3.2</a>	<a href="#">W.3.3</a>
Production and Distribution of Writing	<a href="#">W.3.4</a>	<a href="#">W.3.5</a>	<a href="#">W.3.6</a>
Research to Build and Present Knowledge	<a href="#">W.3.7</a>	<a href="#">W.3.8</a>	<a href="#">W.3.9</a>
Language in Writing	<a href="#">W.3.10</a>	<a href="#">W.3.11</a>	
Range of Writing	<a href="#">W.3.12</a>		

### Speaking and Listening

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Presentation of Knowledge and Ideas	<a href="#">SL.3.4</a>	<a href="#">SL.3.5</a>	<a href="#">SL.3.6</a>
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### Reading: Foundational

Print Concepts	<a href="#">RF.3.1</a>		
Phonological Awareness	<a href="#">RF.3.2</a>		
Phonics and Word Recognition	<a href="#">RF.3.3</a>		
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### Reading: Literature

Key Ideas and Details	<a href="#">RL.3.1</a>	<a href="#">RL.3.2</a>	<a href="#">RL.3.3</a>
Craft and Structure	<a href="#">RL.3.4</a>	<a href="#">RL.3.5</a>	<a href="#">RL.3.6</a>
Integration of Knowledge and Ideas	<a href="#">RL.3.7</a>	<a href="#">RL.3.8</a>	<a href="#">RL.3.9</a>
Language in Reading: Literature	<a href="#">RL.3.10</a>	<a href="#">RL.3.11</a>	<a href="#">RL.3.12</a>
Range of Reading and Level of Text	<a href="#">RL.3.13</a>		

### Reading: Informational

Key Ideas and Details	<a href="#">RI.3.1</a>	<a href="#">RI.3.2</a>	<a href="#">RI.3.3</a>
Craft and Structure	<a href="#">RI.3.4</a>	<a href="#">RI.3.5</a>	<a href="#">RI.3.6</a>
Integration of Knowledge and Ideas	<a href="#">RI.3.7</a>	<a href="#">RI.3.8</a>	<a href="#">RI.3.9</a>
Language in Reading: Informational	<a href="#">RI.3.10</a>	<a href="#">RI.3.11</a>	<a href="#">RI.3.12</a>
Range of Reading and Level of Text	<a href="#">RI.3.13</a>		

## Grade 3 Writing

### Text Types and Purposes

- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Know the difference between fact and opinion
  - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons
  - Provide reasons that support the opinion
  - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons
  - Provide a concluding statement or section
- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - Develop the topic with facts, definitions, and details.
  - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
  - Provide a concluding statement or section.
- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - Use temporal words and phrases to signal event order.
  - Provide a sense of closure.

### Production and Distribution of Writing

- W.3.4 *With guidance and support from adults*, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5 *With guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6 *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

- W.3.7 Conduct short research projects that build knowledge about a topic.
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- W.3.9 (Begins in grade 4)

### Language in Writing

- W.3.10 Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.
- Choose words and phrases for effect.
  - Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
  - Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
  - Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).
  - Ensure subject-verb and pronoun-antecedent agreement when writing.
  - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - Use coordinating and subordinating conjunctions.
  - Produce simple, compound, and complex sentences.
- W.3.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize appropriate words in titles.
  - Use commas in addresses.
  - Use commas and quotation marks in dialogue.
  - Form and use possessives.
  - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
  - Use spelling patterns and generalizations when writing words.
  - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Range of Writing

- W.3.12 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.

## Grade 3

### Speaking and Listening

#### Comprehension and Collaboration

- SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.3.1.a 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.
- SL.3.1.b 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).
- SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1.d Explain their ideas and understanding in light of the discussion.
- SL.3.2 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.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

#### Presentation of Knowledge and Ideas

- SL.3.4 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.
- SL.3.5 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.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

#### Language in Speaking and Listening

- SL.3.7 Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
- SL.3.7.a Choose words and phrases for effect.
- SL.3.7.b Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
- SL.3.7.c Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
- SL.3.7.d Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).
- SL.3.7.e Ensure subject-verb and pronoun-antecedent agreement when speaking.
- SL.3.7.f Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- SL.3.7.g Use coordinating and subordinating conjunctions.
- SL.3.7.h Produce simple, compound, and complex sentences.
- SL.3.8 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

**Grade 3**

**Reading: Foundational**

**Print Concepts**

RF.3.1 Not applicable to Grade 3

**Phonological Awareness**

RF.3.2 Not applicable to Grade 3

**Phonics and Word Recognition**

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful).

RF.3.3.b Decode words with common Latin suffixes (e.g., -able, -ation, -ible).

RF.3.3.c Decode multisyllabic words.

RF.3.3.d Read grade-appropriate irregularly spelled words.

**Fluency**

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4.a Read on-level text with purpose and understanding.

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Grade 3**  
**Reading: Literature**

**Key Ideas and Details**

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 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.
- RL.3.3 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**

- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5 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.
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

**Integration of Knowledge and Ideas**

- RL.3.7 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).
- RL.3.8 (Not applicable for literature)
- RL.3.9 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).

**Language in Reading: Literature**

- RL.3.10 Use knowledge of language and its conventions when reading.
- RL.3.10.a Recognize and observe differences between the conventions of spoken and written standard English.
- RL.3.11 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.
- RL.3.11.a Use sentence-level context as a clue to the meaning of a word or phrase.
- RL.3.11.b Determine the meaning of the new word formed when a known affix is added to a known word.
- RL.3.11.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- RL.3.11.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- RL.3.12 Demonstrate understanding of word relationships and nuances in word meanings.
- RL.3.12.a Distinguish the literal and figurative meanings of words and phrases in context.
- RL.3.12.b Identify real-life connections between words and their uses.
- RL.3.12.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

**Range of Reading and Level of Text**

- RL.3.13 Read and comprehend high quality prose and poetry of appropriate quantitative and qualitative complexity for Grade 3.

## Grade 3

### Reading: Informational

#### Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

#### Craft and Structure

- RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6 Distinguish their own point of view from that of the author of a text.

#### Integration of Knowledge and Ideas

- RI.3.7 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).
- RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

#### Language in Reading: Informational

- RI.3.10 Use knowledge of language and its conventions when reading.
- RI.3.10.a Recognize and observe differences between the conventions of spoken and written standard English.
- RI.3.11 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.
- RI.3.11.a Use sentence-level context as a clue to the meaning of a word or phrase.
- RI.3.11.b Determine the meaning of the new word formed when a known affix is added to a known word.
- RI.3.11.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- RI.3.11.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- RI.3.12 Demonstrate understanding of word relationships and nuances in word meanings.
- RI.3.12.a Distinguish the literal and figurative meanings of words and phrases in context.
- RI.3.12.b Identify real-life connections between words and their uses.
- RI.3.12.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

#### Range of Reading and Level of Text

- RI.3.13 Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.

**Grade 3  
Writing**

<b>W.3.1</b>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> <li>a. Know the difference between fact and opinion</li> <li>b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons</li> <li>c. Provide reasons that support the opinion</li> <li>d. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons</li> <li>e. Provide a concluding statement or section</li> </ol>
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**To address this standard, students *could*:**

- Sort information about a topic by fact or opinion.
- Write a persuasive paragraph about a topic.
- Create an ad to convince a potential consumer to purchase their product.

**Kansas High School Graduates Can:**

Use valid reasoning and relevant and sufficient evidence to support a written argument.

<b>Progression of Standard Across Grades</b>	<a href="#">W.2.1</a>	<b>W.3.1</b>	<a href="#">W.4.1</a>
	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply multiple reasons for the opinion, and provide some sense of closure.	Write opinion pieces on topics or texts, supporting a point of view with reasons.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**Grade 3  
Writing**

<b>W.3.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, and details.</li> <li>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>d. Provide a concluding statement or section.</li> </ol>
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**To address this standard, students *could*:**

- Create a research presentation to inform their peers about a topic.
- Write an article to share information with their peers.
- Develop a digital presentation to include multimedia components to share with their peers.

<b>Kansas High School Graduates Can:</b>	Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.
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<b>Progression of Standard Across Grades</b>	<a href="#">W.2.2</a>	<b>W.3.2</b>	<a href="#">W.4.2</a>
	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Grade 3  
Writing**

<b>W.3.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure.</li> </ol>
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**To address this standard, students *could*:**

- Create and complete an interview of a character in a book.
- Create an alternate ending to a story.

<b>Kansas High School Graduates Can:</b>	Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.
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<b>Progression of Standard Across Grades</b>	<a href="#"><u>W.2.3</u></a>	<b>W.3.3</b>	<a href="#"><u>W.4.3</u></a>
		Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Grade 3  
Writing**

<b>W.3.4</b>	<i>With guidance and support from adults</i> , produce writing in which the development and organization are appropriate to task and purpose.
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**To address this standard, students *could*:**

- Produce a coherent, organized piece of writing.

<b>Kansas High School Graduates Can:</b>	Create texts appropriate for specific purposes, audiences, and tasks.
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<b>Progression of Standard Across Grades</b>	<a href="#">W.2.4</a>	<b>W.3.4</b>	<a href="#">W.4.4</a>
	(Begins in grade 3)	<i>With guidance and support from adults</i> , produce writing in which the development and organization are appropriate to task and purpose.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**Grade 3  
Writing**

<b>W.3.5</b>	<i>With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.</i>		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Plan a writing piece with a focused topic.</li> <li>• Revise to strengthen writing piece.</li> <li>• Edit to strengthen writing piece.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.		
<b>Progression of Standard Across Grades</b>	<a href="#">W.2.5</a>	<b>W.3.5</b>	<a href="#">W.4.5</a>
	<i>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</i>	<i>With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.</i>	<i>With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.</i>

**Grade 3  
Writing**

<b>W.3.6</b>	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.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Use digital tools to publish writing.</li> <li>• Produce a final copy.</li> <li>• Work collaboratively with peers.</li> <li>• Develop keyboarding skills.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Effectively use a variety of digital tools to produce original works both independently and collaboratively.		
<b>Progression of Standard Across Grades</b>	<a href="#">W.2.6</a>	<b>W.3.6</b>	<a href="#">W.4.6</a>
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	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.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**Grade 3  
Writing**

<b>W.3.7</b>	Conduct short research projects that build knowledge about a topic.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Ask questions to support the inquiry process.</li> <li>• Select a topic of personal interest and compose questions about that topic to guide inquiry.</li> <li>• Utilize digital tools to find answers to research questions, and to present findings to peers and adults.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.		
<b>Progression of Standard Across Grades</b>	<a href="#">W.2.7</a>	<b>W.3.7</b>	<a href="#">W.4.7</a>
	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Conduct short research projects that build knowledge about a topic.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**Grade 3  
Writing**

<b>W.3.8</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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**To address this standard, students *could*:**

- Participate in a sorting activity in which they sort several pieces of information into categories relevant to the topic or writing purpose. (e.g., Sort informational paragraphs about honeybees into these groups, depending on content of the paragraphs: habitat, life cycle, roles and jobs in the hive, etc.)

<b>Kansas High School Graduates Can:</b>	Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.
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<b>Progression of Standard Across Grades</b>	<a href="#">W.2.8</a>	<b>W.3.8</b>	<a href="#">W.4.8</a>
	Recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

[K](#)   [1](#)   [2](#)   [3](#)   [4](#)   **[5](#)**   **[6](#)**   [7](#)   [8](#)   [9-10](#)   [11-12](#)  
**Grade 3**  
**Writing**

<b>W.3.9</b>	(Begins in grade 4)		
<b>To address this standard, students <i>could</i>:</b>			
<b>Kansas High School Graduates Can:</b>	Locate and use supportive and relevant evidence from a range of text types to strengthen original works.		
<b>Progression of Standard Across Grades</b>	<a href="#">W.2.9</a>	W.3.9	<a href="#">W.4.9</a>
	(Begins in grade 4)	(Begins in grade 4)	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]” ).</p> <p>Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>

**Grade 3  
Writing**

<b>W.3.10</b>	<p>Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.</p> <ol style="list-style-type: none"> <li>a. Choose words and phrases for effect.</li> <li>b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.</li> <li>c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.</li> <li>d. Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).</li> <li>e. Ensure subject-verb and pronoun-antecedent agreement when writing.</li> <li>f. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>g. Use coordinating and subordinating conjunctions.</li> <li>h. Produce simple, compound, and complex sentences.</li> </ol>
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**To address this standard, students *could*:**

- Engage in a writing process that allows them to review and use models to determine how to make their writing more effective.
- Look closely at the use of subjects and verbs in their own writing to determine whether they agree, and revise their work accordingly.

<b>Kansas High School Graduates Can:</b>	Accurately and effectively use standard English grammar and usage when writing.
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<b>Progression of Standard Across Grades</b>	<a href="#">W.2.10</a>	<b>W.3.10</b>	<a href="#">W.4.10</a>
	Demonstrate command of the conventions of standard English grammar and usage when writing. (Click link above for details.)	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when writing. (Click link above for details.)

**Grade 3  
Writing**

<b>W.3.11</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Form and use possessives.</li> <li>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>f. Use spelling patterns and generalizations when writing words.</li> <li>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ol>
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**To address this standard, students *could*:**

- Engage in a free writing activity, and then practice reviewing work to check and correct spelling, if necessary.
- Write a letter to the principal about a school-related topic, and attend to appropriate uses of capital letters and commas.

<b>Kansas High School Graduates Can:</b>	Accurately and effectively use the mechanics of standard English for the purpose of productive communication.
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<b>Progression of Standard Across Grades</b>	<a href="#">W.2.11</a>	<b>W.3.11</b>	<a href="#">W.4.11</a>
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See details above.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)

**Grade 3  
Writing**

<b>W.3.12</b>	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.		
<b>To address this standard, students <i>could</i>:</b> <ul style="list-style-type: none"> <li>• Write daily for different purposes and audiences.</li> <li>• Use writing to communicate thoughts, questions, and answers.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Write routinely over varied time frames for a range of tasks, purposes, and audiences.		
<b>Progression of Standard Across Grades</b>	<a href="#">W.2.12</a>	<b>W.3.12</b>	<a href="#">W.4.12</a>
	(Begins in grade 3)	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.	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.

**Grade 3**

**Speaking and Listening**

<p><b>SL.3.1</b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse on <i>Grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>Explain their ideas and understanding in light of the discussion.</li> </ol>		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>Participate in group discussions focused on a common text.</li> <li>Participate in group discussions focused on a topic presented in class.</li> </ul>			
<p><b>Kansas High School Graduates Can:</b></p>	<p>Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.</p>		
<p><b>Progression of Standard Across Grades</b></p>	<p><a href="#">SL.2.1</a></p>	<p><b>SL.3.1</b></p>	<p><a href="#">SL.4.1</a></p>
	<p>Participate in collaborative conversations about <i>Grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse on <i>Grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>

**Grade 3**  
**Speaking and Listening**

<p><b>SL.3.2</b></p>	<p>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.</p>		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Know the definition of a key detail and identify key details.</li> <li>• Know the definition of a main idea and identify main ideas.</li> <li>• Synthesize information presented orally and/or in diverse formats.</li> </ul>			
<p><b>Kansas High School Graduates Can:</b></p>	<p>Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.</p>		
<p><b>Progression of Standard Across Grades</b></p>	<p><a href="#">SL.2.2</a></p>	<p><b>SL.3.2</b></p>	<p><a href="#">SL.4.2</a></p>
	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>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.</p>	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

**Grade 3**

**Speaking and Listening**

<b>SL.3.3</b>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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**To address this standard, students *could*:**

- Ask and answer questions about information presented orally.
- Distinguish between a question and a statement.
- Construct relevant statements and questions.
- Provide elaboration and detail when answering questions about information from a speaker.

<b>Kansas High School Graduates Can:</b>	Objectively assess the relevance, accuracy, and validity of a speaker’s claim and supporting evidence.
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	<a href="#">SL.2.3</a>	<b>SL.3.3</b>	<a href="#">SL.4.3</a>
<b>Progression of Standard Across Grades</b>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Identify the reasons and evidence a speaker provides to support particular points.

**Grade 3**

**Speaking and Listening**

<p><b>SL.3.4</b></p>	<p>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.</p>		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Identify words that appeal to the senses.</li> <li>• Use words that suggest feelings.</li> <li>• Use appropriate volume, enunciation, and rate when speaking for a variety of purposes.</li> <li>• Speech is logical and understandable.</li> <li>• Focus on details that relate directly to the topic or text.</li> </ul>			
<p><b>Kansas High School Graduates Can:</b></p>	<p>Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.</p>		
<p><b>Progression of Standard Across Grades</b></p>	<p><a href="#">SL.2.4</a></p>	<p><b>SL.3.4</b></p>	<p><a href="#">SL.4.4</a></p>
	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>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.</p>	<p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

**Grade 3**  
**Speaking and Listening**

<b>SL.3.5</b>	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.		
<b>To address this standard, students <i>could</i>:</b>			
<ul style="list-style-type: none"> <li>• Produce physical or digital drawings depicting information described with detail.</li> <li>• Create visual displays to emphasize facts or details.</li> <li>• Use technology to create audio recordings.</li> <li>• Create Audio recordings demonstrating reading fluently with appropriate pacing.</li> <li>• Recount experiences.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience’s understanding.		
<b>Progression of Standard Across Grades</b>	<a href="#">SL.2.5</a>	<b>SL.3.5</b>	<a href="#">SL.4.5</a>
	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	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.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**Grade 3**

**Speaking and Listening**

<b>SL.3.6</b>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Speak with appropriate volume, enunciation, and rate.</li> <li>• Use complete sentences when speaking including a subject and a predicate.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Effectively adapt speech to fit a variety of contexts and communication situations.		
<b>Progression of Standard Across Grades</b>	<a href="#">SL.2.6</a>	<b>SL.3.6</b>	<a href="#">SL.4.6</a>
	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

## Grade 3

### Speaking and Listening

<b>SL.3.7</b>	<p>Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.</p> <ol style="list-style-type: none"> <li>a. Choose words and phrases for effect.</li> <li>b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.</li> <li>c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.</li> <li>d. Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).</li> <li>e. Ensure subject-verb and pronoun-antecedent agreement when speaking.</li> <li>f. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>g. Use coordinating and subordinating conjunctions.</li> <li>h. Produce simple, compound, and complex sentences.</li> </ol>
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**To address this standard, students *could*:**

- Role play conversations with peers in which they are given different situations and practice choosing words that would most effectively produce a desired result.
- Collaborate with peers to prepare a presentation for an audience in which they attempt to convince an audience to make a certain decision about an important issue.

<b>Kansas High School Graduates Can:</b>	Accurately and effectively use standard English grammar and usage when speaking.
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<b>Progression of Standard Across Grades</b>	<a href="#">SL.2.7</a>	<b>SL.3.7</b>	<a href="#">SL.4.7</a>
	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking. (See details above.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)

**Grade 3**

**Speaking and Listening**

<b>SL.3.8</b>	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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**To address this standard, students *could*:**

- Practice conversations related to a specific text in which they must use domain-specific language in order to convey meaning.
- Describe to a group of peers his or her “perfect day,” including where it would take place, when each activity would happen, etc.

<b>Kansas High School Graduates Can:</b>	Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.
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<b>Progression of Standard Across Grades</b>	<a href="#">SL.2.8</a>	<b>SL.3.8</b>	<a href="#">SL.4.8</a>
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

**Grade 3**

**Reading: Foundational**

**Print Concepts**

<b>Print Concepts</b>			
<b>RF.3.1</b>	Not applicable to grade 3.		
<b>To address this standard, students <i>could</i>:</b>			
<b>Progression of Standard Across Grades</b>			

**Grade 3**

**Reading: Foundational  
Phonological Awareness**

<b>RF.3.2</b>			
<b>RF.3.2</b>		Not applicable to grade 3.	
<b>To address this standard, students <i>could</i>:</b>			
<b>Progression of Standard Across Grades</b>			

**Grade 3**

**Reading: Foundational**

<b>Phonics and Word Recognition</b>			
<b>RF.3.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful).</li> <li>b. Decode words with common Latin suffixes (e.g., -able, -ation, -ible).</li> <li>c. Decode multisyllabic words.</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ol>		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Select words in a text that have common prefixes and suffixes, and discuss the meanings of those words with peers or adults.</li> <li>• Read – silently or aloud – books with multisyllabic words, and check understanding of the text with peers or adults.</li> </ul>			
<b>Progression of Standard Across Grades</b>	<a href="#">RF.2.3</a>	<b>RF.3.3</b>	<a href="#">RF.4.3</a>
	Know and apply grade-level phonics and word analysis skills in decoding words. (Click link above for details.)	Know and apply grade-level phonics and word analysis skills in decoding words. (See details above.)	Know and apply grade-level phonics and word analysis skills in decoding words. (Click link above for details.)

**Grade 3**  
**Reading: Foundational**  
**Fluency**

<b>RF.3.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
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**To address this standard, students *could*:**

- Participate in practicing and then performing a poem for a peer, several peers, or adults.
- Find – in a classroom, school, or public library – a text that will help him or her learn more about a topic of personal interest.

	<a href="#">RF.2.4</a>	<b>RF.3.4</b>	<a href="#">RF.4.4</a>
<b>Progression of Standard Across Grades</b>	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.

**Grade 3**  
**Reading: Literature**

<b>RL.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
<b>To address this standard, students <i>could</i>:</b>			
<ul style="list-style-type: none"> <li>● Construct questions about a text using <i>who, what, where, when, why, and how</i>.</li> <li>● Use text and text features to ask and answer key idea/detail questions.</li> <li>● Identify the location of the answer in the text (by giving a page number, pointing to the answer, etc.).</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
<b>Progression of Standard Across Grades</b>	<u><a href="#">RL.2.1</a></u>	<b>RL.3.1</b>	<u><a href="#">RL.4.1</a></u>
	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**Grade 3**

**Reading: Literature**

<p><b>RL.3.2</b></p>	<p>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.</p>		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>● Recount stories by giving detailed events in chronological order.</li> <li>● Use background knowledge and the text to determine what the author wants the reader to learn.</li> </ul>			
<p><b>Kansas High School Graduates Can:</b></p>	<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		
<p><b>Progression of Standard Across Grades</b></p>	<p><a href="#">RL.2.2</a></p>	<p><b>RL.3.2</b></p>	<p><a href="#">RL.4.2</a></p>
	<p>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>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.</p>	<p>Determine the theme of a story, drama, or poem from details in the text; summarize the text.</p>

**Grade 3**  
**Reading: Literature**

<b>RL.3.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Use a visual display to explain how one character's actions contributed to an event or a sequence of events in a story.</li> <li>• Create a character map showing important, text-supported features of a character.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Analyze elements of plot as they relate to the meaning of a text.		
<b>Progression of Standard Across Grades</b>	<a href="#">RL.2.3</a>	<b>RL.3.3</b>	<a href="#">RL.4.3</a>
	Describe how characters in a story respond to major events and challenges.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**Grade 3**  
**Reading: Literature**

<b>RL.3.4</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Describe how word choice affects the meaning of a text.</li> <li>• Know and identify literal language.</li> <li>• Know and identify figurative language.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Recognize the ways in which the author’s word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.		
<b>Progression of Standard Across Grades</b>	<a href="#">RL.2.4</a>	<b>RL.3.4</b>	<a href="#">RL.4.4</a>
	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

**Grade 3**

**Reading: Literature**

<b>RL.3.5</b>	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.		
<b>To address this standard, students <i>could</i>:</b>			
<ul style="list-style-type: none"> <li>• Define terms such as chapter, scene, and stanza.</li> <li>• Use terms such as chapter, scene, and stanza when discussing or retelling.</li> <li>• Describe how the organization of the text (beginning, middle, end) moves the story along.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.		
<b>Progression of Standard Across Grades</b>	<a href="#">RL.2.5</a>	<b>RL.3.5</b>	<a href="#">RL.4.5</a>
	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	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.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

**Grade 3**

**Reading: Literature**

<p><b>RL.3.6</b></p>	<p>Distinguish their own point of view from that of the narrator or those of the characters.</p>		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Write about an important issue contained in a text and, share their opinion about that issue, and whether they believe they agree with a narrator or characters about that issue.</li> <li>• Engage with a peer in a role play in which one student assumes the role of a character in a text and the other student is himself or herself. Converse about important topics shared in the text, and the selected character’s and selected student’s opinions about them.</li> </ul>			
<p><b>Kansas High School Graduates Can:</b></p>	<p>Recognize that different perspectives can be presented in different ways for different purposes.</p>		
<p><b>Progression of Standard Across Grades</b></p>	<p><a href="#">RL.2.6</a></p>	<p><b>RL.3.6</b></p>	<p><a href="#">RL.4.6</a></p>
	<p>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>

**Grade 3**

**Reading: Literature**

<p><b>RL.3.7</b></p>	<p>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).</p>		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Define and describe how aspects of illustrations contribute to the mood in a story.</li> <li>• Define and describe how aspects of illustrations contribute to the understanding of the character and/or setting.</li> <li>• Describe how the illustrations add meaning to the words.</li> </ul>			
<p><b>Kansas High School Graduates Can:</b></p>	<p>Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.</p>		
<p><b>Progression of Standard Across Grades</b></p>	<p><a href="#">RL.2.7</a></p>	<p><b>RL.3.7</b></p>	<p><a href="#">RL.4.7</a></p>
	<p>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</p>	<p>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).</p>	<p>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>

**Grade 3**  
**Reading: Literature**

<p><b>RL.3.8</b></p>	<p>(Not applicable for literature)</p>		
<p><b>To address this standard, students <i>could</i>:</b></p>			
<p><b>Kansas High School Graduates Can:</b></p>	<p>Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.</p>		
<p style="background-color: #cccccc;"></p>			
<p><b>Progression of Standard Across Grades</b></p>			

**Grade 3**  
**Reading: Literature**

<b>RL.3.9</b>	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).		
<b>To address this standard, students <i>could</i>:</b> <ul style="list-style-type: none"> <li>● Read books in a series, and discuss with peers similarities and differences in themes, settings, and plots from one book to the next.</li> <li>● Create a plot diagram of two different books in a series and discuss similarities and differences with peers or adults.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
<b>Progression of Standard Across Grades</b>	<a href="#">RL.2.9</a>	<b>RL.3.9</b>	<a href="#">RL.4.9</a>
	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	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).	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**Grade 3**

**Reading: Literature**

<p><b>RL.3.10</b></p>	<p>Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English.</p>		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Partner with a peer to attempt to record a phonetic interpretation of everything he or she says during a casual conversation. With peers, analyze the differences between what was said and what was recorded.</li> <li>• Read examples of dialect in text and discuss with peers the differences in conventions when dialect is recorded accurately in a text versus when statements are written using standard English.</li> </ul>			
<p><b>Kansas High School Graduates Can:</b></p>	<p>Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).</p>		
<p><b>Progression of Standard Across Grades</b></p>	<p><a href="#">RL.2.10</a></p>	<p><b>RL.3.10</b></p>	<p><a href="#">RL.4.10</a></p>
	<p>Use knowledge of language and its conventions to compare formal and informal uses of English.</p>	<p>Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>Use knowledge of language and its conventions when reading.</p>

**Grade 3**

**Reading: Literature**

<b>RL.3.11</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word.</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ol>
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**To address this standard, students *could*:**

- Use manipulatives to practice creating words using a set of teacher-provided affixes and root words.
- Engage in a scavenger hunt for words in a text they have read that might use familiar affixes or root words.

<b>Kansas High School Graduates Can:</b>	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.
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<b>Progression of Standard Across Grades</b>	<a href="#">RL.2.11</a>	<b>RL.3.11</b>	<a href="#">RL.4.11</a>
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 2 reading and content</i> , choosing flexibly from a variety of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 3 reading and content</i> , choosing flexibly from a range of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 4 reading and content</i> , choosing flexibly from a range of strategies. (Click link above for details.)

**Grade 3**

**Reading: Literature**

<b>RL.3.12</b>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Distinguish the literal and figurative meanings of words and phrases in context.</li> <li>b. Identify real-life connections between words and their uses.</li> <li>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</li> </ol>
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**To address this standard, students *could*:**

- Participate in a word-image match in which students match a set of words to a set of images and explain the reasons why they matched the two as they did.
- Participate in a human graph in which they share their opinions about characters in a text and the degree to which they believe they are good/bad, kind/evil, etc. Once they find their places in the human graph, students share the words they would use their own words to describe the characters, and why they might not describe them as entirely evil, entirely good, etc.

<b>Kansas High School Graduates Can:</b>	Understand word meanings, and nuances in word meanings when reading.
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<b>Progression of Standard Across Grades</b>	<a href="#">RL.2.12</a>	<b>RL.3.12</b>	<a href="#">RL.4.12</a>
	Demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of word relationships and nuances in word meanings. (See details above.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)

**Grade 3**

**Reading: Literature**

<b>RL.3.13</b>	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 3.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>Select and read increasingly complex literary texts at or above grade level.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Interpret meaning from a variety of texts on their own.		
<b>Progression of Standard Across Grades</b>	<a href="#">RL.2.13</a>	<b>RL.3.13</b>	<a href="#">RL.4.13</a>
	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 2.	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 3.	Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 4.

**Grade 3**

**Reading: Informational**

<p><b>RI.3.1</b></p>	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Construct questions using <i>who, what, where, when, why, and how</i>.</li> <li>• Use text and text features to ask and answer key idea/detail questions.</li> <li>• Identify the location of the answer in the text (by giving a page number, pointing to the answer, etc.)</li> </ul>			
<p><b>Kansas High School Graduates Can:</b></p>	<p>Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		
<p><b>Progression of Standard Across Grades</b></p>	<p><a href="#">RI.2.1</a></p>	<p><b>RI.3.1</b></p>	<p><a href="#">RI.4.1</a></p>
	<p>Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p>	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

**Grade 3**  
**Reading: Informational**

<b>RI.3.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Use text, pictures, photographs, illustrations, etc., to ask and answer key detail questions.</li> <li>• Create a storyboard or drawing showing their understanding of the key details of a text and how they contribute to the main idea.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
<b>Progression of Standard Across Grades</b>	<a href="#">RI.2.2</a>	<b>RI.3.2</b>	<a href="#">RI.4.2</a>
	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**Grade 3**  
**Reading: Informational**

<b>RI.3.3</b>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
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**To address this standard, students *could*:**

- Use language that pertains to time, sequence and cause/effect when describing relationships.
- Use of digital tools to present a timeline explaining the connection between several related historical events.
- Design a multimedia presentation to explain the steps in a scientific procedure, or the steps needed to follow in order to solve a mathematical problem.

<b>Kansas High School Graduates Can:</b>	Extract meaning and purpose from informational text by analyzing its structure and organization.
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<b>Progression of Standard Across Grades</b>	<a href="#">RI.2.3</a>	<b>RI.3.3</b>	<a href="#">RI.4.3</a>
	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Grade 3**

**Reading: Informational**

<b>RI.3.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.		
<b>To address this standard, students <i>could</i>:</b>			
<ul style="list-style-type: none"> <li>● Discuss the meanings of words used to describe different weather phenomena after reading an article about weather in the Midwest.</li> <li>● Work with peers to list key words in an informational text they have just read; discuss, determine, or look up their meanings; and discuss other situations in which those words might be used.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Recognize the ways in which the author’s word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.		
<b>Progression of Standard Across Grades</b>	<a href="#">RI.2.4</a>	<b>RI.3.4</b>	<a href="#">RI.4.4</a>
	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**Grade 3**

**Reading: Informational**

<p><b>RI.3.5</b></p>	<p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>Participate in an “information hunt” that requires the use of text features to find information about a given topic in a teacher-selected text.</li> </ul>			
<p><b>Kansas High School Graduates Can:</b></p>	<p>Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.</p>		
<p><b>Progression of Standard Across Grades</b></p>	<p><a href="#">RI.2.5</a></p>	<p><b>RI.3.5</b></p>	<p><a href="#">RI.4.5</a></p>
	<p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>

**Grade 3**

**Reading: Informational**

<p><b>RI.3.6</b></p>	<p>Distinguish their own point of view from that of the author of a text.</p>		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Understand what impacts the creation of a point of view.</li> <li>• Identify their own point of view.</li> <li>• Compare and contrast their view point with that of the author’s.</li> </ul>			
<p><b>Kansas High School Graduates Can:</b></p>	<p>Recognize that different perspectives can be presented in different ways for different purposes.</p>		
<p><b>Progression of Standard Across Grades</b></p>	<p><a href="#">RI.2.6</a></p>	<p><b>RI.3.6</b></p>	<p><a href="#">RI.4.6</a></p>
	<p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Distinguish their own point of view from that of the author of a text.</p>	<p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>

**Grade 3**

**Reading: Informational**

<p><b>RI.3.7</b></p>	<p>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).</p>		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Explain information gained from illustrations.</li> <li>• Synthesize information gained from visual text features and information from written text to aid in understanding.</li> </ul>			
<p><b>Kansas High School Graduates Can:</b></p>	<p>Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.</p>		
<p><b>Progression of Standard Across Grades</b></p>	<p><a href="#">RI.2.7</a></p>	<p><b>RI.3.7</b></p>	<p><a href="#">RI.4.7</a></p>
	<p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>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).</p>	<p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>

**Grade 3**

**Reading: Informational**

<p><b>RI.3.8</b></p>	<p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Explain information gained from illustrations.</li> <li>• Use the information from illustrations to answer questions about the text.</li> </ul>			
<p><b>Kansas High School Graduates Can:</b></p>	<p>Follow the logic of an argument based on the validity of the claim and evidence presented.</p>		
<p><b>Progression of Standard Across Grades</b></p>	<p><a href="#">RI.2.8</a></p>	<p><b>RI.3.8</b></p>	<p><a href="#">RI.4.8</a></p>
	<p>Describe how reasons support specific points the author makes in a text.</p>	<p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>Explain how an author uses reasons and evidence to support particular points in a text.</p>

**Grade 3**

**Reading: Informational**

<p><b>RI.3.9</b></p>	<p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p>		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Understand the difference between compare and contrast.</li> <li>• Determine the most important points and key details.</li> <li>• Compare and contrast texts on the same topic.</li> </ul>			
<p><b>Kansas High School Graduates Can:</b></p>	<p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		
<p><b>Progression of Standard Across Grades</b></p>	<p><a href="#">RI.2.9</a></p>	<p><b>RI.3.9</b></p>	<p><a href="#">RI.4.9</a></p>
	<p>Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>

**Grade 3**

**Reading: Informational**

<p><b>RI.3.10</b></p>	<p>Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English.</p>		
<p><b>To address this standard, students <i>could</i>:</b></p>			
<ul style="list-style-type: none"> <li>Engage in a conversation with a friend about a topic covered in an article they have read. Then create a Venn diagram showing the differences they notice between the language used in the article versus the language used in their conversation.</li> <li>Sort sentences printed on cards into piles according to which were recorded as spoken and which were taken from an article, then discuss the qualities of the sentences in the “spoken” pile and how they differ from the pile of sentences taken from an article.</li> </ul>			
<p><b>Kansas High School Graduates Can:</b></p>	<p>Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).</p>		
<p><b>Progression of Standard Across Grades</b></p>	<p><a href="#">RI.2.10</a></p>	<p><b>RI.3.10</b></p>	<p><a href="#">RI.4.10</a></p>
	<p>Use knowledge of language and its conventions to compare formal and informal uses of English.</p>	<p>Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</p>

**Grade 3**

**Reading: Informational**

<b>RI.3.11</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word.</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ol>
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**To address this standard, students *could*:**

- Discuss with peers the strategy or strategies they used to determine the meaning of an unknown word in a text.

<b>Kansas High School Graduates Can:</b>	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.
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<b>Progression of Standard Across Grades</b>	<a href="#">RI.2.11</a>	<b>RI.3.11</b>	<a href="#">RI.4.11</a>
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 2 reading and content</i> , choosing flexibly from a variety of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 3 reading and content</i> , choosing flexibly from a range of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 4 reading and content</i> , choosing flexibly from a range of strategies. (Click link above for details.)

**Grade 3**

**Reading: Informational**

<b>RI.3.12</b>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Distinguish the literal and figurative meanings of words and phrases in context.</li> <li>b. Identify real-life connections between words and their uses.</li> <li>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</li> </ol>
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**To address this standard, students *could*:**

- Discuss with peers the difference between the words society, town, community, city, and neighborhood.

<b>Kansas High School Graduates Can:</b>	Understand word meanings, and nuances in word meanings when reading.
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<b>Progression of Standard Across Grades</b>	<a href="#">RI.2.12</a>	<b>RI.3.12</b>	<a href="#">RI.4.12</a>
<b>Progression of Standard Across Grades</b>	Demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of word relationships and nuances in word meanings. (See details above.)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.)

**Grade 3**

**Reading: Informational**

<b>RI.3.13</b>	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.		
<p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>Select and read increasingly complex informational texts at or above grade level.</li> </ul>			
<b>Kansas High School Graduates Can:</b>	Interpret meaning from a variety of informational texts.		
<b>Progression of Standard Across Grades</b>	<a href="#">RI.2.13</a>	<b>RI.3.13</b>	<a href="#">RI.4.13</a>
	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 2.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 4.