



Arizona English Language Arts Standards

Third Grade

ARIZONA DEPARTMENT OF EDUCATION

Adopted December 2016

Third Grade Overview

Arizona's English Language Arts Standards work together in a clear progression from kindergarten through 12th grade. This document provides a brief overview of the skills a student will learn at this grade. Each standard builds on the standard that came before and towards the standard that comes in the next grade level. Each standard is expected to be taught as appropriate for the grade-level. Some standards appear to have similar wording at multiple grade levels; however, it is understood that they are to be applied with increased focus to progressively more challenging texts and tasks.

Reading Literature Standards

- Proficiently and independently read a wide variety of grade-level appropriate literature
- Apply a variety of strategies to comprehend, recount and paraphrase grade-level literature
- Demonstrate understanding of how parts of a text, such as chapters, build on each other
- Determine the central idea of a text and how key details contribute to that central idea
- Locate evidence in the text to support answers and opinions
- Distinguish their point of view from that of the narrator or characters
- Compare and contrast themes, settings, and plots of stories

Reading Informational Text Standards

- Proficiently and independently read a wide variety of grade-level appropriate informational texts
- Demonstrate understanding of how parts of a text, such as specific paragraphs, build on each other
- Determine the central idea of a text and how key details contribute to that central idea
- Locate evidence in the text to support answers and opinions
- Make connections between a series of historical events, scientific ideas or steps in technical procedures
- Find the meaning of key vocabulary words in informational texts
- Use various text features, such as glossaries, icons and indexes, to locate key facts and information
- Apply a variety of strategies to comprehend, recount and paraphrase grade-level informational text
- Compare and contrast the most important points from two texts on the same topic

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Reading Foundational Skills

- Read words with common prefixes and suffixes, focusing on Latin suffixes
- Read irregularly spelled words
- Read text with purpose and understanding, self-monitoring understanding

Writing Standards

- Write opinion and explanatory pieces that include evidence to support ideas, linking words, and a conclusion
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time
- Revise writing based on feedback from adults and peers
- Conduct short research projects
- Gather information from sources to answer a question
- Produce writing that is organized for specific task, audience and purpose

Writing Foundational Skills

- Read, write and transcribe using manuscript and cursive writing
- Spell regular two and three-syllable words and single-syllable words with less common spellings
- Use resources such as dictionaries and thesauri to check spellings

Speaking and Listening Standards

- Engage in a range of collaborative discussions by asking and answering questions, reporting on topics
- Speak in complete sentences when appropriate to task and audience

Language Standards

- Demonstrate proper usage of pronouns, adjectives, adverbs, and other parts of speech
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries

ESSENTIAL STANDARDS

Essential Standards are individual standards selected to receive a greater proportion of questions on the AASA exams. The AASA exams, administered in grades three through eight, are developed based on a standards blueprint approved by the State Board of Education that includes individual standards grouped into clusters and identifies an allocation of questions for each cluster. The identified Essential Standards will receive the maximum number of questions allowed by the standards blueprint. **Note that ALL standards will continue to be included in the test design of the annual state exams.**

ALL STANDARDS WILL BE ASSESSED

The identified Essential Standards are targeted for emphasis, indicating that these standards will have a higher proportion on the AASA when possible. The state assessment will retain the same length and duration. **ALL STANDARDS** remain valid and subject to inclusion in each year’s AASA.

REPORTING

The AASA exam results will include a new report in which Essential Standards will be represented. Beginning with the 2025-2026 school year identified Essential Standards, from the existing State Board of Education-approved standards for ELA, in grades three through eight will have a higher proportion of items on the statewide assessment, keeping within the [current blueprint](#) adopted by the State Board of Education. Each given year an Essential Standard Cluster, identified on the table, may or may not be reported, depending upon the final form.

REPORTING CLUSTERS GRADE 3

Reading Standards for Literature	Reading Standards for Informational Text	Writing and Language
Key Ideas and Details*	Key Ideas and Details*	Writing**
Craft and Structure*	Craft and Structure*	Language*
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	

*Reported cluster

** Writing is reported by trait

Reading Standards for Literature

Key Ideas and Details	
*3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
*3.RL.2	Recount and paraphrase 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 text.
3.RL.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	
*3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
3.RL.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.
3.RL.6	Distinguish one's own point of view from that of the narrator or those of the characters.
Integration of Knowledge and Ideas	
3.RL.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).
3.RL.8	(Not applicable to literature)
3.RL.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).
Range of Reading and Level of Text Complexity	
3.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

Reading Standards for Informational Text

Key Ideas and Details	
*3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
*3.RI.2	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
3.RI.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	
*3.RI.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.
3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
3.RI.6	Distinguish one's own point of view from that of the author of a text.
Integration of Knowledge and Ideas	
3.RI.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).
3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
*3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
Range of Reading and Level of Text Complexity	
3.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

Reading Standards: Foundational Skills

Phonics and Word Recognition	
3.RF.3	Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. <ul style="list-style-type: none">a. Identify and know the meaning of the most common prefixes and derivational suffixes.b. Decode words with common Latin suffixes.c. Apply knowledge of the six syllable types to read grade-level words accurately.d. Read grade-level appropriate irregularly spelled words.

Fluency	
*3.RF.4	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none">a. Read grade-level text with purpose and understanding.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Text Types and Purposes	
*3.W.1	<p>Write opinion pieces on topics or texts, using reasons to support one's point of view.</p> <ol style="list-style-type: none"> a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
*3.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
3.W.3	<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"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.

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Production and Distribution of Writing	
3.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
3.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
3.W.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	
3.W.7	Conduct short research projects that build knowledge about a topic.
3.W.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.W.9	(Begins in grade 4)

Range of Writing	
3.W.10	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.

Writing Standards: Foundational Skills

Sound-letter basics and Handwriting	
3.WF.1	Demonstrate and apply handwriting skills. <ol style="list-style-type: none"> a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.
3.WF.2	Standard ends at grade 2.

Spelling	
*3.WF.3	<p>Know and apply spelling conventions and patterns.</p> <ol style="list-style-type: none"> a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families). b. Identify language of origin for words, as noted in dictionaries. c. Spell singular and plural possessives (e.g., teacher's, teachers'). d. Spell regular two-and three-syllable words that: <ol style="list-style-type: none"> 1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le. 2. Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion). e. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including: <ol style="list-style-type: none"> 1. Irregular words. 2. Pattern-based words.

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. <ol style="list-style-type: none"> 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. 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding based on the discussion.
*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.
*3.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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.
3.SL.5	Create 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.
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 for specific expectations.)

Language Standards

Conventions of Standard English	
*3.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
*3.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives.
Knowledge of Language	
3.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.

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Vocabulary Acquisition and Use	
3.L.4	<p>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.</p> <ol style="list-style-type: none">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).Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).Use sentence-level context as a clue to the meaning of a word or phrases.Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
3.L.5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none">Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).Identify real-life connections between words and their uses (e.g., describe people who are friendly or helpful).Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).
3.L.6	<p>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).</p>