



# Indiana Department of Education



## Indiana Academic Standards 2014 3<sup>rd</sup> Grade English/Language Arts Standards Correlation Guidance Document

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
<b>READING: Foundations</b>			
3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.			<i>This IAS 2014 learning objective is an umbrella standard; focus skills are listed individually.</i>
3.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.			
3.RF.2.2: Students are expected to build upon and continue applying concepts learned previously.			
3.RF.2.3: Students are expected to build upon and continue applying concepts learned previously.			
3.RF.2.4: Students are expected to build upon and continue applying concepts learned previously.			
3.RF.3.1: Students are expected to build upon and continue applying concepts learned previously.			
3.RF.3.2: Students are expected to build upon and continue applying concepts learned previously.			
3.RF.3.3: Students are expected to build upon and continue applying concepts learned previously.			
3.RF.3.4: Students are expected to build upon and continue applying concepts learned previously.			
3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.			
3.RF.4.1: Students are expected to build			



<i>upon and continue applying concepts learned previously.</i>			
<b>3.RF.4.2:</b> Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.		<b>3.RF.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<i>IAS 2014 increases the expectation by requiring students to understand the six major syllable patterns to aid in decoding unknown words.</i>
<b>3.RF.4.3:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
<b>3.RF.4.4:</b> Read grade-appropriate words that have blends (e.g., <i>walk, play</i> ) and common spelling patterns (e.g., <i>qu-</i> ; <i>doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural</i> ).			<i>This standard is <b>NEW!</b></i>
<b>3.RF.4.5:</b> Know and use more difficult word families when reading unfamiliar words (e.g., <i>-ight</i> ).	<b>3.1.1:</b> Know and use more difficult word families ( <i>-ight</i> ) when reading unfamiliar words.		<i>IAS 2014 includes this standard from IAS 2006.</i>
<b>3.RF.4.6:</b> Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., <i>will not = won't</i> ) and possessives (e.g., <i>children's, Dennis's</i> ).	<b>3.1.2:</b> Read words with several syllables.  <b>3.1.8:</b> Use knowledge of prefixes (word parts added at the beginning of words such as <i>un-, pre-</i> ) and suffixes (word parts added at the end of words such as <i>-er, -ful, -less</i> ) to determine the meaning of words.	<b>3.RF.3a:</b> Identify and know the meaning of the most common prefixes and derivational suffixes.  <b>3.RF.3b:</b> Decode words with common Latin suffixes.  <b>3RF.3c:</b> Decode multi-syllable words.	<i>IAS 2014 increases the expectation by requiring students to read irregular contractions.</i>
<b>3.RF.5:</b> Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<b>3.1.3:</b> Read aloud grade-level-appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression.	<b>3.RF.4:</b> Read with sufficient accuracy and fluency to support comprehension.  <b>3.RF.4a:</b> Read on-level text with purpose and understanding.  <b>3.RF.4b:</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<i>IAS 2014 increases the expectation by requiring students to orally read grade-level appropriate or higher texts with expression that connotes comprehension at the independent level.</i>



Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
<b>READING: Literature</b>			
<p><b>3.RL.1:</b> Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.</p>		<p><b>3.RL.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to interact with texts proficiently and independently by the end of grade 3.</i></p>
<p><b>3.RL.2.1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>		<p><b>3.RL.1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p>	
<p><b>3.RL.2.2:</b> Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.</p>	<p><b>3.3.4:</b> Determine the theme or author’s message in fiction and nonfiction text.</p> <p><b>3.3.2:</b> Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.</p>	<p><b>3.RL.2:</b> 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>3.RL.2.3:</b> Describe characters in a story (e.g., <i>their traits, motivations, or feelings</i>) and explain how their actions contribute to the plot.</p>	<p><b>3.3.3:</b> Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p>	<p><b>3.RL.3:</b> Describe characters in a story (e.g., <i>their traits, motivations, or feelings</i>) and explain how their actions contribute to the sequence of events.</p>	
<p><b>3.RL.2.4:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p><b>3.RL.3.1:</b> Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.</p>		<p><b>3.RL.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.</p>	
<p><b>3.RL.3.2:</b> Distinguish personal point of view from that of the narrator or those of the characters.</p>	<p><b>3.3.6:</b> Identify the speaker or narrator in a selection.</p>	<p><b>3.RL.6:</b> Distinguish their own point of view from that of the narrator or those of the characters</p>	
<p><b>3.RL.4.1:</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story</p>	<p><b>3.3.3:</b> Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p>	<p><b>3.RL.7:</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g.,</p>	



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(e.g., <i>create mood, emphasize aspects of a character or setting</i> ).		create mood, emphasize aspects of a character or setting).	
<b>3.RL.4.2:</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., <i>in books from a series</i> ).	<b>3.3.7:</b> Compare and contrast versions of the same stories from different cultures.	<b>3.RL.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., <i>in books from a series</i> ).	



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<b>READING: <i>Nonfiction</i></b>			
<p><b>3.RN.1:</b> Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.</p>		<p><b>3.RI.10:</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to interact with texts proficiently and independently by the end of grade 3.</i></p>
<p><b>3.RN.2.1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>3.2.3:</b> Show understanding by identifying answers in the text.</p>	<p><b>3.RI.1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	
<p><b>3.RN.2.2:</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><b>3.2.5:</b> Distinguish the main idea and supporting details in expository (informational) text.</p>	<p><b>3.RI.2:</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	
<p><b>3.RN.2.3:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.</p>		<p><b>3.RI.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.</p>	
<p><b>3.RN.3.1:</b> Apply knowledge of text features to locate information and gain meaning from a text (e.g., <i>maps, illustrations, charts, font/format</i>).</p>	<p><b>3.2.1:</b> Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.</p>	<p><b>3.RI.5:</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>3.RI.7:</b> 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>3.RN.3.2:</b> Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.</p>	<p><b>3.2.9:</b> Identify text that uses sequence or other logical order (alphabetical, time, categorical).</p>		<p><i>IAS 2014 includes this standard from IAS 2006.</i></p>
<p><b>3.RN.3.3:</b> Distinguish one's own</p>		<p><b>3.RI.6:</b> Distinguish their own point of</p>	



perspective from that of the author of the text.		view from that of the author of a text.	
<b>3.RN.4.1:</b> Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	<b>3.2.8:</b> Distinguish between cause and effect and between fact and opinion in informational text.		<i>IAS 2014 includes this standard from IAS 2006.</i>
<b>3.RN.4.2:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.	<b>3.2.8:</b> Distinguish between cause and effect and between fact and opinion in informational text.	<b>3.RI.9:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.  <b>3.RI.8:</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
<b>3.RN.4.3:</b> <i>Standard begins at sixth grade.</i>			



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<b>READING: Vocabulary</b>			
<p><b>3.RV.1:</b> Build and use accurately conversational, general academic, and content-specific words and phrases.</p>		<p><b>3.L.6:</b> 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>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that refers to content-specific rather than domain-specific language.</i></p>
<p><b>3.RV.2.1:</b> Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.</p>	<p><b>3.1.6:</b> Use sentence and word context to find the meaning of unknown words.</p>	<p><b>3.L.4a:</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>	
<p><b>3.RV.2.2:</b> Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).</p>	<p><b>3.1.4:</b> Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).</p> <p><b>3.1.9:</b> Identify more difficult multiple-meaning words (such as puzzle or fire).</p>	<p><b>3.L.3b:</b> Identify real-life connections between words and their use.</p>	
<p><b>3.RV.2.3:</b> Standard begins at sixth grade.</p>			
<p><b>3.RV.2.4:</b> Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.</p>	<p><b>3.1.8:</b> Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.</p>	<p><b>3.L.4c:</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>	
<p><b>3.RV.2.5:</b> Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.</p>	<p><b>3.1.7:</b> Use a dictionary to learn the meaning and pronunciation of unknown words.</p>	<p><b>3.L.4d:</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	



<p><b>3.RV.3.1:</b> Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., <i>similes</i>).</p>		<p><b>3.RL.4:</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p><b>3.L.5a:</b> Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</p>	
<p><b>3.RV.3.2:</b> Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.</p>		<p><b>3.RI.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.</p>	
<p><b>3.RV.3.3:</b> Recognize the meanings of idioms in context.</p>			<p><i>This standard is <b>NEW!</b></i></p>





Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
<b>WRITING</b>			
<p><b>3.W.1:</b> Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.</p>	<p><b>3.5.5:</b> Write for different purposes and to a specific audience or person.</p> <p><b>3.5.7:</b> Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of what is read.</li> <li>• support statements with evidence from the text.</li> </ul>	<p><b>3.W.10:</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.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard for the range of writing student should be able to do, including drawing evidence from literature and nonfiction texts.</i></p>
<p><b>3.W.2.1:</b> Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.</p>	<p><b>3.6.1:</b> Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.</p>		<p><i>IAS 2014 includes this standard from IAS 2006. Please note that students should write legibly in print or cursive.</i></p>
<p><b>3.W.2.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p><b>3.W.3.1:</b> Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• State the opinion in an introductory statement or section.</li> <li>• Support the opinion with reasons in an organized way</li> <li>• Connect opinion and reasons using words and phrases.</li> <li>• Provide a concluding statement or section.</li> </ul>	<p><b>3.5.6:</b> Write persuasive pieces that ask for an action or response.</p> <p><b>3.5.3:</b> Write personal, persuasive, and formal letters, thank-you notes, and invitations that:</p> <ul style="list-style-type: none"> <li>• show awareness of the knowledge and interests of the audience.</li> <li>• establish a purpose and context.</li> <li>• include the date, proper salutation, body, closing, and signature.</li> </ul>	<p><b>3.W.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>b. Provide reasons that support the opinion.</li> <li>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>d. Provide a concluding statement or section.</li> </ol>	<p><i>Please note that IAS 2014 refers to persuasion rather than opinion.</i></p>
<p><b>3.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>• State the topic, develop a main idea</li> </ul>	<p><b>3.5.2:</b> Write descriptive pieces about people, places, things, or experiences that:</p> <ul style="list-style-type: none"> <li>• develop a unified main idea.</li> </ul>	<p><b>3.W.2:</b> 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</li> </ol>	



<p>for the introductory paragraph, and group related information together.</p> <ul style="list-style-type: none"> <li>• Develop the topic with facts and details.</li> <li>• Connect ideas within categories of information using words and phrases.</li> <li>• Use text features (e.g., <i>pictures, graphics</i>) when useful to aid comprehension.</li> <li>• Provide a concluding statement or section.</li> </ul>	<ul style="list-style-type: none"> <li>• use details to support the main idea.</li> </ul> <p><b>3.5.7:</b> Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of what is read.</li> <li>• support statements with evidence from the text.</li> </ul>	<p>information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p><b>3.L.3a:</b> Choose words and phrases for effect.</p>	
<p><b>3.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Establish an introduction (e.g., <i>situation, narrator, characters</i>).</li> <li>• Include specific descriptive details and clear event sequences.</li> <li>• Include dialogue.</li> <li>• Connect ideas and events using introduction and transition words.</li> <li>• Provide an ending.</li> </ul>	<p><b>3.5.1:</b> Write narratives that:</p> <ul style="list-style-type: none"> <li>• provide a context within which an action takes place.</li> <li>• include details to develop the plot.</li> </ul>	<p><b>3.W.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	
<p><b>3.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>• Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., <i>quality of ideas, organization, sentence fluency, word choice</i>); and edit writing for format and</li> </ul>	<p><b>3.5.4:</b> Use varied word choices to make writing interesting.</p> <p><b>3.4.3:</b> Create single paragraphs with topic sentences and simple supporting facts and details.</p> <p><b>3.4.4:</b> Use various reference materials (such as a dictionary, thesaurus, atlas,</p>	<p><b>3.W.4:</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><b>3.W.5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	



<p>conventions (e.g., spelling, capitalization, usage, punctuation).</p> <ul style="list-style-type: none"> <li>• Use technology to interact and collaborate with others to publish legible documents.</li> </ul>	<p>encyclopedia, and online resources).</p> <p><b>3.4.9:</b> Organize related ideas together within a paragraph to maintain a consistent focus.</p> <p><b>3.4.2:</b> Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.</p> <p><b>3.4.6:</b> Review, evaluate, and revise writing for meaning and clarity.</p> <p><b>3.4.7:</b> Proofread one’s own writing, as well as that of others, using an editing checklist or list of rules.</p> <p><b>3.4.8:</b> Revise writing for others to read, improving the focus and progression of ideas.</p> <p><b>3.4.5:</b> Use a computer to draft, revise, and publish writing.</p>	<p><b>3.W.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> <p><b>3.L.2g:</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	
<p><b>3.W.5:</b> Conduct short research on a topic.</p> <ul style="list-style-type: none"> <li>• Identify a specific topic or question of interest (e.g., <i>where did Benjamin Harrison grow up?</i>).</li> <li>• Locate information in reference texts, electronic resources, or through interviews.</li> <li>• Recognize that some sources may be more reliable than others.</li> <li>• Record relevant information in their own words.</li> <li>• Present the information, choosing from a variety of formats.</li> </ul>	<p>3.5.8 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> <li>• uses a variety of sources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors).</li> <li>• organizes information by categorizing it into more than one category (such as living and nonliving, hot and cold) or includes information gained through observation.</li> </ul>	<p><b>3.W.7:</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>3.W.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.</p>	
<p><b>3.W.6.1:</b> Demonstrate command of</p>		<p><b>3.L.1:</b> Demonstrate command of the</p>	<p><i>This IAS 2014 learning objective is a</i></p>



English grammar and usage, focusing on:		conventions of Standard English grammar and usage when writing or speaking.	<i>summary statement; focus skills are listed individually.</i>
<b>3.W.6.1a: Nouns/Pronouns –</b> Writing sentences using abstract nouns (e.g., <i>hope, thought</i> ).	<b>3.6.5:</b> Identify and correctly use pronouns ( <i>it, him, her</i> ), adjectives ( <i>brown eyes, two younger sisters</i> ), compound nouns ( <i>summertime, snowflakes</i> ), and articles ( <i>a, an, the</i> ) in writing.	<b>3.L.1a:</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  <b>3.L.1c:</b> Use abstract nouns (e.g., <i>childhood</i> ).  <b>3.L.1b:</b> Form and use regular and irregular plural nouns.	
<b>3.W.6.1b: Verbs –</b> Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.	<b>3.6.4:</b> Identify and use past ( <i>he danced</i> ), present ( <i>he dances</i> ), and future ( <i>he will dance</i> ) verb tenses properly in writing.	<b>3.L.1a:</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  <b>3.L.1d:</b> Form and use regular and irregular verbs.  <b>3.L.1e:</b> Form and use the simple (e.g., <i>I walked; I walk; I will walk</i> ) verb tenses.	
<b>3.W.6.1c: Adjectives/ Adverbs –</b> Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.	<b>3.6.5:</b> Identify and correctly use pronouns ( <i>it, him, her</i> ), adjectives ( <i>brown eyes, two younger sisters</i> ), compound nouns ( <i>summertime, snowflakes</i> ), and articles ( <i>a, an, the</i> ) in writing.	<b>3.L.1a:</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  <b>3.L.1g:</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	
<b>3.W.6.1d: Prepositions –</b> <i>Standard begins at fourth grade.</i>			
<b>3.W.6.1e: Usage –</b> Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using		<b>3.L.1h:</b> Use coordinating and subordinating conjunctions.  <b>3.L.1i:</b> Produce simple, compound, and complex sentences.	



<p>coordinating and subordinating conjunctions (e.g., <i>and, for, but, or</i>).</p>		<p><b>3.L.1f:</b> Ensure subject-verb and pronoun-antecedent agreement.</p>	
<p><b>3.W.6.2:</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>		<p><b>3.L.2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p><i>This IAS 2014 learning objective is an umbrella standard; focus skills are listed individually.</i></p>
<p><b>3.W.6.2a: Capitalization –</b> Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.</p>	<p><b>3.6.7:</b> Capitalize correctly geographical names, holidays, historical periods, and special events (<i>We always celebrate the Fourth of July by gathering at Mounds State Park in Anderson, Indiana.</i>)</p>	<p><b>3.L.2a:</b> Capitalize appropriate words in titles.</p>	
<p><b>3.W.6.2b: Punctuation –</b></p> <ul style="list-style-type: none"> <li>• Correctly using apostrophes to form contractions and singular and plural possessives.</li> <li>• Using quotation marks to mark direct speech.</li> <li>• Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., <i>a small, red bicycle</i>).</li> </ul>	<p><b>3.6.6:</b> Use commas in dates (August 15, 2001), locations (Fort Wayne, Indiana), and addresses (431 Coral Way, Miami, FL), and for items in a series (football, basketball, soccer, and tennis).</p>	<p><b>3.L.2b:</b> Use commas in addresses.</p> <p><b>3.L.2c:</b> Use commas and quotation marks in dialogue.</p> <p><b>3.L.2d:</b> Form and use possessives.</p>	
<p><b>3.W.6.2d: Spelling –</b></p> <ul style="list-style-type: none"> <li>• Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.</li> <li>• Using spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs</i>) when writing.</li> </ul>	<p><b>3.6.8:</b> Spell correctly one-syllable words that have blends (<i>walk, play, blend</i>), contractions (<i>isn't, can't</i>), compounds, common spelling patterns (<i>qu-</i>; changing <i>win</i> to <i>winning</i>; changing the ending of a word from <i>-y</i> to <i>-ies</i> to make a plural, such as <i>cherry/cherries</i>), and common homophones (words that sound the same but have different spellings, such as <i>hair/hare</i>).</p>	<p><b>3.L.2e:</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p><b>3.L.2f:</b> Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p> <p><b>3.L.4b:</b> Determine the meaning of the new word formed when a known affix is added to a known word</p>	



Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
<b>SPEAKING &amp; LISTENING</b>			
<p><b>3.SL.1:</b> Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.</p>		<p><b>3.SL.6:</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that requires students to adjust register to communicate effectively with a variety of audiences and for different purpose rather than demonstrate command of formal English.</i></p>
<p><b>3.SL.2.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.</p>		<p><b>3.SL.1:</b> 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.</p>	
<p><b>3.SL.2.2:</b> Explore ideas under discussion by drawing on readings and other information.</p>		<p><b>3.SL.1a:</b> 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.</p>	
<p><b>3.SL.2.3:</b> Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.</p>		<p><b>3.SL.1b:</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).</p>	
<p><b>3.SL.2.4:</b> Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.</p>		<p><b>3.SL.1c:</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	
<p><b>3.SL.2.5:</b> Explain personal ideas and understanding in reference to the discussion.</p>		<p><b>3.SL.1d:</b> Explain their own ideas and understanding in light of the discussion.</p>	
<p><b>3.SL.3.1:</b> Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually,</p>	<p><b>3.7.1:</b> Retell, paraphrase, and explain what a speaker has said.  <b>3.7.8:</b> Clarify and enhance oral presentations through the use of</p>	<p><b>3.SL.2:</b> 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><i>IAS 2014 increases the expectation by requiring students to retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse</i></p>



quantitatively (e.g., <i>charts and graphs</i> ), and orally.	appropriate props, including objects, pictures, and charts.		<i>media and formats.</i>
<b>3.SL.3.2:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<b>3.7.3:</b> Answer questions completely and appropriately.	<b>3.SL.3:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
<b>3.SL.4.1:</b> Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.	<b>3.7.5:</b> Organize ideas chronologically (in the order that they happened) or around major points of information.  <b>3.7.7:</b> Use clear and specific vocabulary to communicate ideas and establish the tone.	<b>3.SL.4</b> 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.	
<b>3.SL.4.2:</b> Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.	<b>3.7.6:</b> Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.	<b>3.SL.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>3.SL.4.3:</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i>			



Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
<b>MEDIA LITERACY</b>			
<b>3.ML.1:</b> Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	<b>3.7.11:</b> Distinguish between the speaker’s opinions and verifiable facts.		<i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to critically analyze information used for a variety of purposes, not just persuasion.</i>
<b>3.ML.2.1:</b> Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.	<b>3.7.16:</b> Evaluate different evidence (facts, statistics, quotes, testimonials) used to support claims.		
<b>3.ML.2.2:</b> <i>Standard begins in fifth grade.</i>			