



**Content Connectors aligned to the
Indiana Academic Standards
English Language Arts Grade 3**

Content Connectors (CCs) identify the most salient grade-level, core academic content in ELA found in the Indiana Academic Standards. CCs focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

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3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.	
3.RF.4.2: Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.	
3.RF.4.4: Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).	
3.RF.4.5: Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	
3.RF.4.6: Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).	
3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	
3.RL.1: 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.	3.RL.1.a.1: Read a variety of literature.
3.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.RL.2.1.a.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RL.2.2: Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	3.RL.2.2.a.1: Retell folktales, fables, and tall tales from diverse cultures.
	3.RL.2.2.a.2: Identify a theme in a folktale, fable, and tall tale.
3.RL.2.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	3.RL.2.3.a.1: Describe characters in a story (e.g., their traits, motivations or feelings).
	3.RL.2.3.a.2: Explain how characters' actions contribute to the plot.
3.RL.3.1: 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.	3.RL.3.1.a.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems.
	3.RL.3.1.a.2: Describe how each successive part of a story, play, or poem builds on earlier sections.



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3.RL.3.2: Distinguish personal point of view from that of the narrator or those of the characters.	3.RL.3.2.a.1: Identify narrator or character's point of view.
	3.RL.3.2.a.2: Distinguish their own point of view from that of the narrator or those of the characters.
3.RL.4.1: 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.4.2: 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).	3.RL.4.2.a.1 : Compare and contrast two stories written by the same author about the same or similar characters.
3.RN.1: 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.	3.RN.1.a.1: Read a variety of nonfiction texts.
3.RN.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.RN.2.1.a.1: Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	3.RN.2.2.a.1: Determine the main idea of a text.
	3.RN.2.2.a.2: Recount the key details and explain how they support the main idea.
3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	3.RN.3.1.a.1: Identify the purpose of a variety of text features.
	3.RN.3.1.a.2: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
3.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.	3.RN.3.2.a.1: Identify how a nonfiction text can be structured to indicate a problem and solution.
	3.RN.3.2.a.2: Identify how a nonfiction text can be structured to put events in chronological order.
3.RN.3.3: Distinguish one's own perspective from that of the author of the text.	3.RN.3.3.a.1: Identify the author's perspective in a text.
3.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	3.RN.4.1.a.1: Distinguish between fact and opinion.
	3.RN.4.1.a.2: Explain how an author uses reasons and facts to support specific points in a text.
3.RN.4.2: Compare and contrast the most important points and key details presented in two texts on the same topic.	3.RN.4.2.a.1: Compare and contrast the most important points and key details presented in two texts on the same topic.



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3.RV.1: Build and use accurately conversational, general academic, and content-specific words and phrases.	3.RV.1.a.1: Use general academic and content-specific words and phrases accurately.
3.RV.2.1: 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.	3.RV.2.1.a.1: Use context clues and text features to determine the meanings of unknown words.
3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).	3.RV.2.2.a.1: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).
3.RV.2.4: 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.	3.RV.2.4.a.1: Use a known root word as a clue to the meaning of an unknown word with the same root.
	3.RV.2.4.a.2: Identify when an affix is added to a known root word.
3.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	
3.RV.3.1: 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., similes).	3.RV.3.1.a.1: Determine the meaning of literal and nonliteral words and phrases as they are used in a work of literature.
3.RV.3.2: 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.	3.RV.3.2.a.1: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a third- grade topic or subject area.
3.RV.3.3: Recognize the meanings of idioms in context.	3.RV.3.3.a.1: Recognize the meaning of idioms in context.
3.W.1: 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.	3.W.1.a.1: Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.
3.W.2.1: Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.	
3.W.3.1: Write persuasive compositions in a variety of forms that – <ul style="list-style-type: none"> ● State the opinion in an introductory statement or section. ● Support the opinion with reasons in an organized way. ● Connect opinion and reasons using words and phrases. ● Provide a concluding statement or section. 	3.W.3.1.a.1: State the opinion in an introductory statement or section
	3.W.3.1.a.2: Support the opinion with reasons in an organized way
	3.W.3.1.a.3: Connect opinion and reasons using words and phrases.
	3.W.3.1.a.4: Provide a concluding statement or section.
3.W.3.2: Write informative compositions on a variety of topics that –	3.W.3.2.a.1: State the topic, develop a main idea for the introductory



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<ul style="list-style-type: none"> ● State the topic, develop a main idea for the introductory paragraph, and group related information together. ● Develop the topic with facts and details. ● Connect ideas within categories of information using words and phrases. ● Use text features (e.g., pictures, graphics) when useful to aid comprehension. ● Provide a concluding statement or section. 	paragraph, and group related information together.
	3.W.3.2.a.2: Develop the topic with facts and details.
	3.W.3.2.a.3: Connect ideas within categories of information using words and phrases.
	3.W.3.2.a.4: Use text features when useful to aid comprehension.
	3.W.3.2.a.5: Provide a concluding statement or section.
3.W.3.3: Write narrative compositions in a variety of forms that – <ul style="list-style-type: none"> ● Establish an introduction (e.g., situation, narrator, characters). ● Include specific descriptive details and clear event sequences. ● Include dialogue. ● Connect ideas and events using introduction and transition words. ● Provide an ending. 	3.W.3.3.a.1: Establish an introduction (e.g., situation, narrator, characters).
	3.W.3.3.a.2: Include specific descriptive details and clear event sequences.
	3.W.3.3.a.3: Include dialogue.
	3.W.3.3.a.4: Connect ideas and events using introduction and transition words.
	3.W.3.3.a.5: Provide an ending.
3.W.4: Apply the writing process to – <ul style="list-style-type: none"> ● Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). ● Use technology to interact and collaborate with others to publish legible documents. 	3.W.4.a.1: Develop, select, and organize ideas relevant to topic, purpose, and genre.
	3.W.4.a.2: Revise to improve writing, using appropriate reference materials.
	3.W.4.a.3: Edit writing for format and conventions.
	3.W.4.a.4: Use technology to interact and collaborate with others to publish legible documents.
3.W.5: Conduct short research on a topic. <ul style="list-style-type: none"> ● Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). ● Locate information in reference texts, electronic resources, or through interviews. ● Recognize that some sources may be more reliable than others. ● Record relevant information in their own words. ● Present the information, choosing from a variety of formats. 	3.W.5.a.1: Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
	3.W.5.a.2: Identify a specific topic or question of interest.
	3.W.5.a.3: Locate information in reference texts, electronic resources, or through interviews.
	3.W.5.a.4: Recognize that some sources may be more reliable than others.
	3.W.5.a.5: Present the information, choosing from a variety of formats.



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3.W.6.1: Demonstrate command of English grammar and usage, focusing on:	
3.W.6.1a: Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).	3.W.6.1a.a.1: Write sentences using abstract nouns.
3.W.6.1b: Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.	3.W.6.1b.a.1: Write sentences that use regular and irregular verbs to convey various times, sequences, states, and conditions.
	3.W.6.1b.a.2: Write sentences that use simple verb tenses to convey various times, sequences, states, and conditions.
3.W.6.1c: Adjectives/ Adverbs – 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.	3.W.6.1c.a.1: Write sentences that include comparative and superlative adjectives and adverbs accurately.
	3.W.6.1c.a.2: Explain the function of adjectives and adverbs in sentences.
3.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).	3.W.6.1e.a.1: Correctly write simple sentences.
	3.W.6.1e.a.2: Correctly write compound sentences.
	3.W.6.1e.a.3: Correctly write complex sentences.
	3.W.6.1e.a.4: Use coordinating and subordinating conjunctions (e.g., and, for, but, or).
3.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:	
3.W.6.2a: Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	3.W.6.2a.a.1: Capitalize appropriate words in titles.
	3.W.6.2a.a.2: Capitalize appropriate words in historical periods.
	3.W.6.2a.a.3: Capitalize appropriate words in product names.
	3.W.6.2a.a.4: Capitalize appropriate words in special events.
3.W.6.2b: Punctuation – <ul style="list-style-type: none"> • Correctly using apostrophes to form contractions and singular and plural possessives. • Using quotation marks to mark direct speech. • Using commas in locations and addresses; to mark direct speech; and for 	3.W.6.2b.a.1: Use apostrophes to form contractions.
	3.W.6.2b.a.2: Use contractions to form singular and plural possessives.
	3.W.6.2b.a.3: Use quotation marks to mark direct speech.
	3.W.6.2b.a.4: Use commas in locations and addresses.
	3.W.6.2b.a.5: Use commas to mark direct speech.



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coordinating adjectives (e.g., a small, red bicycle).	3.W.6.2b.a.6: Use commas with coordinating adjectives.
3.W.6.2d: Spelling – • Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. • Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.	3.W.6.2d.a.1: Use conventional spelling for high-frequency and other studied words. 3.W.6.2d.a.2: Use spelling patterns and generalizations when writing.
3.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	
3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.	3.SL.2.2.a.1: Provide evidence of being prepared for discussions on a topic, text, through appropriate statements made during discussion.
3.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.	
3.SL.2.4: Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	3.SL.2.4.a.1: Ask questions to check understanding of information presented in collaborative discussions. 3.SL.2.4.a.2: Link personal ideas and comments to the ideas shared by others in collaborative discussions.
3.SL.2.5: Explain personal ideas and understanding in reference to the discussion.	3.SL.2.5.a.1: Express ideas and understanding in light of collaborative discussions.
3.SL.3.1: Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.	3.SL.3.1.a.1: Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3.SL.3.1.a.2: Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3.SL.3.2: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3.SL.3.2.a.1: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
3.SL.4.1: 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	3.SL.4.1.a.1: Elaborate on each reason given in support of an opinion with relevant details. 3.SL.4.1.a.2: Report on a topic, story or claim using a logical sequence of



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an understandable pace, in a clear, concise manner.	ideas, appropriate facts, and relevant, descriptive details.
3.SL.4.2: Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.	3.SL.4.2.a.1: Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.
3.ML1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	
3.ML.2.1: Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.	3.ML.2.1.a.1: Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.