



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success



Indiana Academic Standards English Language Arts: Grade 3 Crosswalk

2014 Standard Language	2020 Standard Language	Changes
Third Grade- Reading Foundations		
Print Concepts		
<p>3.RF.2.1 Students are expected to build upon and continue applying concepts learned previously.</p>	<p>3.RF.2.1 Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.</p>	<p>Added kindergarten standard as a reference</p>
<p>3.RF.2.2 Students are expected to build upon and continue applying concepts learned previously.</p>	<p>3.RF.2.2 Students are expected to build upon and continue applying concepts learned previously. K.RF.2.2 Recognize that written words are made up of sequences of letters.</p>	<p>Added kindergarten standard as a reference</p>
<p>3.RF.2.3 Students are expected to build upon and continue applying concepts learned previously.</p>	<p>3.RF.2.3 Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</p>	<p>Added first grade standard as a reference</p>
<p>3.RF.2.4 Students are expected to build upon and continue applying concepts learned previously.</p>	<p>3.RF.2.4 Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.4 Learn and apply knowledge of alphabetical order.</p>	<p>Added first grade standard as a reference</p>

Phonological Awareness		
3.RF.3.1 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. K.RF.3.1 Identify and produce rhyming words.	Added first grade standard as a reference
3.RF.3.2 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. 1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.	Added first grade standard as a reference
3.RF.3.3 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. 1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.	Added first grade standard as a reference
3.RF.3.4 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. 1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words.	Added first grade standard as a reference
3.RF.3.5 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. 1.RF.3.5 Segment the	Added first grade standard as a reference

	individual sounds in one-syllable words.	
Phonics		
3.RF.4.1 Students are expected to build upon and continue applying concepts learned previously.	3.RF.4.1 Students are expected to build upon and continue applying concepts learned previously. 1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	Added first grade standard as a reference
3.RF.4.2 Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.	3.RF.4.2 Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.	No change
3.RF.4.3 Students are expected to build upon and continue applying concepts learned previously.	3.RF.4.3 Students are expected to build upon and continue applying concepts learned previously. 2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.	Added second grade standard as a reference
3.RF.4.4 Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns	3.RF.4.4 Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns	No change

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).	(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.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	No change
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.4.6 Read multisyllabic 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).	No change
Fluency		
3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	No change

2014 Standard Language	2020 Standard Language	Changes
Third Grade- Reading Literature		
Key Ideas and Textual Support		
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 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	No change

<p>3.RL.2.2 Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.</p>	<p>3.RL.2.2 Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.</p>	<p>Changed <i>retell</i> to <i>recount</i></p>
<p>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.</p>	<p>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.</p>	<p>No change</p>
<p>3.RL.2.4 Students are expected to build upon and continue applying concepts learned previously.</p>	<p>3.RL.2.4 Students are expected to build upon and continue applying concepts learned previously. 2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.</p>	<p>Added second grade standard as a reference</p>
<p>Structural Elements and Organization</p>		
<p>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.</p>	<p>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.</p>	<p>No change</p>
<p>3.RL.3.2 Distinguish personal point of view from that of the narrator or those of the characters.</p>	<p>3.RL.3.2 Distinguish personal point of view from that of the narrator or those of the characters.</p>	<p>No change</p>
<p>Synthesis and Connection of Ideas</p>		
<p>3.RL.4.1 Explain how specific aspects of a text's illustrations contribute to what is conveyed</p>	<p>3.RL.4.1 Explain how specific aspects of a text's illustrations contribute to what is conveyed</p>	<p>No change</p>

by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	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 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).	No change

2014 Standard Language	2020 Standard Language	Changes
Third Grade- Reading Nonfiction		
Key Ideas and Textual Support		
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 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	No change
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 Determine the main idea of a text; recount the key details and explain how they support the main idea.	No change
3.RN.2.3 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.	3.RN.2.3 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.	No change

Structural Elements and Organization		
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 Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	No change
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 Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.	No change
3.RN.3.3 Distinguish one's own perspective from that of the author of the text.	3.RN.3.3 Distinguish one's own perspective from that of the author of the text.	No change
Structural Elements and Organization		
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 Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.	No change
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 Compare and contrast the most important points and key details presented in two texts on the same topic.	No change
3.RN.4.3 Standard begins at sixth grade.	3.RN.4.3 Standard begins at sixth grade. 6.RN.4.3 Compare and contrast one author's presentation of events with that of another.	Added sixth grade standard as a reference

2014 Standard Language	2020 Standard Language	Changes
Third Grade- Reading Vocabulary		
Vocabulary Building		
<p>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.</p>	<p>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.</p>	<p>No change</p>
<p>3.RV.2.2 Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).</p>	<p>3.RV.2.2 Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).</p>	<p>No change</p>
<p>3.RV.2.3 Standard begins at sixth grade.</p>	<p>3.RV.2.3 Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations.</p>	<p>Added sixth grade standard as a reference</p>
<p>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.</p>	<p>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.</p>	<p>No change</p>
<p>3.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.</p>	<p>3.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.</p>	<p>No change</p>

Vocabulary in Literature and Nonfiction Texts		
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 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).	No change
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 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.	No change
3.RV.3.3 Recognize the meanings of idioms in context.	3.RV.3.3 Recognize and understand the meanings of idioms in context.	Added <i>and understand</i>

2014 Standard Language	2020 Standard Language	Changes
Third Grade- Writing		
Handwriting		
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.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.	No change

<p>3.W.2.2 Students are expected to build upon and continue applying concepts learned previously.</p>	<p>3.W.2.2 Students are expected to build upon and continue applying concepts learned previously.</p> <p>K.W.2.2 Write by moving from left to right and top to bottom.</p>	<p>Added kindergarten standard as a reference</p>
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Writing Genres: Argumentative, Informative, and Narrative

<p>3.W.3.1 Write persuasive compositions in a variety of forms that –</p> <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. <ul style="list-style-type: none"> • Provide a concluding statement or section. 	<p>3.W.3.1 Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • State the opinion in an introductory statement or section. • Support the opinion with reasons in an organized way <ul style="list-style-type: none"> • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section. 	<p>No change</p>
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<p>3.W.3.2 Write informative compositions on a variety of topics that –</p> <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. <ul style="list-style-type: none"> • 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. 	<p>3.W.3.2 Write informative compositions on a variety of topics that –</p> <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. <ul style="list-style-type: none"> • 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. 	<p>No change</p>
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<p>3.W.3.3 Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Establish an introduction (e.g., situation, narrator, characters). • Include specific descriptive details and clear event sequences. <ul style="list-style-type: none"> • Include dialogue. • Connect ideas and events using introduction and transition words. • Provide an ending. 	<p>3.W.3.3 Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Establish an introduction (e.g., situation, narrator, characters). • Include specific descriptive details and clear event sequences. <ul style="list-style-type: none"> • Include dialogue. • Connect ideas and events using introduction and transition words. • Provide an ending. 	<p>No change</p>
<p>The Writing Process</p>		
<p>3.W.4 Apply the writing process to –</p> <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. 	<p>3.W.4 Apply the writing process to –</p> <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 available technology to produce and publish legible documents. 	<p>No change</p>
<p>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</p>		
<p>3.W.5 Conduct short research on a topic.</p>	<p>3.W.5 Conduct short research on a topic.</p>	<p>No change</p>

<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. 	<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. 	
<p>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</p>		
<p>3.W.6.1 Demonstrate command of English grammar and usage, focusing on:</p>	<p>3.W.6.1 Demonstrate command of English grammar and usage, focusing on:</p>	<p>No change</p>
<p>3.W.6.1a Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).</p>	<p>3.W.6.1a Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).</p>	<p>No change</p>
<p>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.</p>	<p>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.</p>	<p>No change</p>
<p>3.W.6.1c Adjectives/ Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs,</p>	<p>3.W.6.1c Adjectives/ Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs,</p>	<p>No change</p>

choosing between them depending on what is to be modified, and explaining their functions in the sentence.	choosing between them depending on what is to be modified, and explaining their functions in the sentence.	
3.W.6.1d Standard begins at fourth grade.	3.W.6.1d Prepositions – Standard begins at fourth grade. 4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.	Added fourth grade standard as a reference
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 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).	No change
3.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:	3.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:	No change
3.W.6.2a Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	3.W.6.2a Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	No change
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 	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 	No change

and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).	and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).	
<p>3.W.6.2c Spelling –</p> <ul style="list-style-type: none"> • 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. 	<p>3.W.6.2c Spelling –</p> <ul style="list-style-type: none"> • 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. 	No change

2014 Standard Language	2020 Standard Language	Changes
Third Grade- Speaking and Listening		
Discussion and Collaboration		
3.SL.2.1 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.	3.SL.2.1 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.	No change
3.SL.2.2 Explore ideas under discussion by drawing on readings and other information.	3.SL.2.2 Explore ideas under discussion by drawing on readings and other information.	No change

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.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.	No change
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 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	No change
3.SL.2.5 Explain personal ideas and understanding in reference to the discussion.	3.SL.2.5 Explain personal ideas and understanding in reference to the discussion.	No change
Comprehension		
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 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.	No change
3.SL.3.2 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3.SL.3.2 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	No change
Presentation of Knowledge and Ideas		
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	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	No change

information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.	information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.	
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 Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.	No change
3.SL.4.3 Students are expected to build upon and continue applying conventions learned previously	3.SL.4.3 Students are expected to build upon and continue applying conventions learned previously. 2.SL.4.3 Give and follow multi-step directions.	Added second grade standard as a reference

2014 Standard Language	2020 Standard Language	Changes
Third Grade- Media Literacy		
Media Literacy		
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 Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.	No change
3.ML.2.2 Standard begins in fifth grade.	3.ML.2.2 Standard begins in fifth grade. 5.ML.2.2: Identify the role of	Added fifth grade standard as a reference



Dr. Jennifer McCormick
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DEPARTMENT OF EDUCATION

Working Together for Student Success

	the media in focusing people's attention on events and in forming their opinions on issues.	
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