Grade 3 English/Language Arts

This document provides correlations between the 2023 Indiana Academic Standards (IAS) and the Common Core State Standards (CCSS) for easy reference. This correlation guide is intended to help support conversations regarding state and national standards and may be used as one of many tools to help inform a variety of local decisions (e.g., selection of high-quality curricular materials, curriculum maps).

The 2023 Indiana Academic Standards resulted from the standards streamlining process required by Indiana Code (IC) 20-31-3-1(c-d) and were adopted by the Indiana State Board of Education in June 2023. Standards designated as essential (E) for student mastery by the end of the grade level are shaded in gray and all standards were renumbered to avoid gaps in sequencing.

2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Domain: Reading Foundations				
Number	**Text**	**Number**	**Text**	**Description**
3.RF.1	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (E)	**RF.3.3.C**	Decode multisyllable words.	IAS specifies the six major syllable patterns students should understand to aid in decoding unknown words.
3.RF.2	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).	**RF.3.3**	Know and apply grade-level phonics and word analysis skills in decoding words.	*No content differences identified.*
3.RF.3	Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	**RF.3.3.D**	Read grade-appropriate irregularly spelled words.	IAS specifies more difficult word families to know and use when reading unfamiliar words.

3.RF.4	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). (E)	RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.	IAS requires students read irregular contractions and possessives.
		RF.3.3.B	Decode words with common Latin suffixes.	
		RF.3.3.C	Decode multisyllable words.	
3.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately with expression that connotes comprehension.	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	IAS combines all CCSS standards with emphasis on orally reading text that is at or above grade level. IC 20-26-12-24.5 requires public schools, including charter schools, to adopt curriculum or supplemental materials that are aligned with the science of reading, and states that schools may not adopt curricula or materials that are based on the three-cueing model.
		RF.3.4.A	Read grade-level text with purpose and understanding.	
		RF.3.4.B	Read grade-level prose and poetry with accuracy, appropriate rate, and expression on successive readings.	

2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Number	**Text**	**Number**	**Text**	**Description**
	Domain: Reading Comprehension			
3.RC.1	Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers. (E)	**RL.3.1**	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	*No content differences identified.*
		RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
3.RC.2	Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. (E)	**RL.3.2**	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	IAS focuses on identifying themes. Students are required to provide evidence for their interpretation in grade four.
3.RC.3	Describe characters in a story (e.g., their traits, motivations, or feelings), and explain how their actions contribute to the plot.	**RL.3.3**	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	*No content differences identified.*
3.RC.4	Distinguish personal point of view from that of the narrator or those of the characters.	**RL.3.6**	Distinguish their own point of view from that of the narrator or those of the characters.	

3.RC.5	Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)	**RI.3.2**	Determine the main idea of a text; recount the key details and explain how they support the main idea.	
3.RC.6	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.	**RI.3.3**	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	
3.RC.7	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	**RI.3.5**	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	*No content differences identified.*
		RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how events occur).	
3.RC.8	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. (E)	**RI.3.8**	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	*No content differences identified.*

2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
3.RC.9	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.			
3.RC.10	Compare and contrast the most important points and key details presented in two texts on the same topic.	**RI.3.9**	Compare and contrast the most important points and key details presented in two texts on the same topic.	*No content differences identified.*
3.RC.11	Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	**L.3.4.A**	Use sentence-level context as a clue to the meaning of a word or phrase.	IAS requires the use of a variety of context clues, up to sentence-level context, and text features to determine the meanings of unknown words. Determining the meanings of unknown phrases is unique to CCSS.
3.RC.12	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire). (E)			
3.RC.13	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.	**L.3.4.C**	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	IAS requires students to identify when affixes are added to a root word.

2023 Indiana Academic Standard	**Common Core State Standard**	**Differences Between 2023 IAS and CCSS**
Domain: Writing		

Number	Text	Number	Text	Description
3.W.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	Write persuasive compositions in a variety of forms that: a. State the opinion in an introductory statement or section. b. Support the opinion with reasons in an organized way. c. Connect opinion and reasons using words and phrases. d. Provide a concluding statement or section. (E)	**W.3.1**	Write opinion pieces on topics or texts, supporting a point of view with reasons.	IAS requires students to write persuasive compositions.
		W.3.1.A	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	*No content differences identified.*
		W.3.1.B	Provide reasons that support the opinion.	
		W.3.1.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	
		W.3.1.D	Provide a concluding statement or section.	
3.W.3	Write informative compositions on a variety of topics that: a. State the topic, develop a main idea for the introductory paragraph, and group related	**W.3.2**	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	IAS requires students to write informative compositions.

	information together. b. Develop the topic with facts and details. c. Connect ideas within categories of information using words and phrases. d. Use text features (e.g., photographs, maps) when useful to aid comprehension. e. Provide a concluding statement or section. (E)	**W.3.2.A**	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	IAS adds the use of photographs and maps as text features to aid comprehension.
		W.3.2.B	Develop the topic with facts, definitions, and details.	*No content differences identified.*
		W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	
		W.3.2.D	Provide a concluding statement or section.	
3.W.4	Write narrative compositions in a variety of forms that: a. Establish an introduction (e.g., situation, narrator, characters). b. Include specific descriptive details and clear event sequences. c. Include dialogue. d. Connect ideas and events using introduction and transition words. e. Provide an ending. (E)	**W.3.3**	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	*No content differences identified.*
		W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	
		W.3.3.B	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	

		W.3.3.C	Use temporal words and phrases to signal event order.	
		W.3.3.D	Provide a sense of closure.	
3.W.5	Apply the writing process to – a. 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). b. Use available technology to produce and publish legible documents.	**W.3.5**	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 here.)	*No content differences identified.*
		W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	
3.W.6	Conduct research on a topic. a. Identify a specific topic or question of interest (e.g., Where did Benjamin Harrison grow up?). b. Locate information in reference texts, electronic resources, or through	**W.3.7**	Conduct short research projects that build knowledge about a topic.	IAS combines all CCSS standards with emphasis on students identifying a specific topic or question, locating information, recognizing reliability of sources, recording relevant information, and presenting findings in the format of their choice.

	interviews. c. Recognize that some sources may be more reliable than others. d. Record relevant information in their own words. e. Present the information, choosing from a variety of formats. (E)	**W.3.8**	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
3.W.7	Demonstrate command of English grammar and usage, focusing on: a. Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought). b. Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions. c. Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence. d. Usage – Writing complete simple, compound, and	**L.3.1**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	*No content differences identified.*
		L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	IAS requires students to explain the functions of adjectives and adverbs. Explaining the functions of nouns is unique to CCSS.
		L.3.1.C	Use abstract nouns (e.g., childhood).	*No content differences identified.*
		L.3.1.D	Form and use regular and irregular verbs.	IAS emphasizes the use of regular and irregular verbs to convey various times, sequences, states and conditions.
		L.3.1.E	Form and use the simple verb tenses. (e.g., I walked; I walk; I will walk)	*No content differences identified.*
		L.3.1.F	Ensure subject-verb and pronoun	

	complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or) correctly. (E)		agreement.	
		L.3.1.G	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	
		L.3.1.H	Use coordinating and subordinating conjunctions.	*No content differences identified.*
		L.3.1.I	Produce simple, compound, and complex sentences.	IAS emphasizes students writing simple, compound and complex, declarative, interrogative, imperative, and exclamatory sentences correctly.
3.W.8	Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events. b. Punctuation –	L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	*No content differences identified.*

I. Correctly using apostrophes to form contractions and singular and plural possessives. II. Using quotation marks to mark direct speech. III. Using commas in locations and addresses, to mark direct speech, and for coordinating adjectives (e.g., a small, red bicycle). c. Spelling – I. Using correct spelling for irregularly spelled words (e.g., said, does, gone) and other studied words and for adding affixes to base words. II. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful	L.3.2.A	Capitalize appropriate words in titles.	IAS specifies capitalization of appropriate words in titles, historical periods, company names, product names, and special events.
		L.3.2.B	Use commas in addresses.	IAS adds the use of commas with coordinating adjectives (e.g., a small, red bicycle).
		L.3.2.C.	Use commas and quotation marks in dialogue.	*No content differences identified.*
		L.3.2.D	Form and use possessives.	IAS requires the correct use of apostrophes to form contractions as well as singular and plural possessives.
		L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	IAS emphasizes use of correct spelling for irregularly spelled words and other studied words.

	word parts, homophones/ homographs) when writing. (E)	L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	IAS adds the use of spelling patterns and generalizations with homophones/homographs when writing.

2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
Domain: Communication and Collaboration				
Number	**Text**	**Number**	**Text**	**Description**
3.CC.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. (E)	**SL.3.1**	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.	*No content differences identified.*
3.CC.2	Explore ideas under discussion by drawing on readings and other information.	**SL.3.1.A**	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Student preparedness is implied in IAS.

3.CC.3	Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. (E)	**SL.3.1.C**	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	*No content differences identified.*
3.CC.4	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. (E)	**SL.3.2**	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	IAS requires students to retell, paraphrase, and explain the main ideas and supporting details.
3.CC.5	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**SL.3.3**	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	*No content differences identified.*
3.CC.6	Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner. (E)	**SL.3.4**	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	IAS specifies the use of appropriate language to report on a topic, providing a chronological narrative.

3.CC.7	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.	**SL.3.5**	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	IAS encourages the use of a variety of types of oral presentations and allows for diverse levels of reading performance.
3.CC.8	Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture. (E)			