

Grade 3 Reading

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage III		
Standard 1: The student will demonstrate understanding of print concepts of the English language.		
3.RL.1 (Literature) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
3.RI.1 (Informational Text) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
3.RL.2 (Literature) 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. (Essential)		
3.RI.2 (Informational Text) Determine the main idea of a text; recount the key details and explain how they support the main idea. (Essential)		
3.RL.3 (Literature) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (Essential)		
3.RI.3 (Informational Text) 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,		

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sequence, and cause/effect.		
3.RF.3 (Foundational Skills) Know and apply grade- level phonics and word analysis skills in decoding words. (Essential: a, b, and c)	HI-7: applying knowledge of spelling pattern exceptions.	Decoding
3.RL.4 (Literature) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (Essential)		
3.RI.4 (Informational Text) Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 3 topic or subject area. (Essential)		
3.RF.4 (Foundational Skills) Read with sufficient accuracy and fluency to support comprehension.		
3.RL.5 (Literature) Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		
3.RI.5 (Informational Text) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (Essential)		
3.RL.6 (Literature) Distinguish their own point of view from that of the narrator or those of the characters.		

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(Essential)		
3.RI.6 (Informational Text) Distinguish their own point of view from that of the author of a text. (Essential)		
3.RL.7 (Literature) 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). (Essential)		
3.RI.7 (Informational Text) Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		
3.RL.8 (Literature) (Not applicable to literature)		
3.RI.8 (Informational Text) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (Essential)		
3.RL.9 (Literature) 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). (Essential)		
3.RI.9 (Informational Text) Compare and contrast the most important points and key details presented in two texts on the same topic. (Essential)		
3.RL.10 (Literature)		

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<p>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. (Essential)</p>		
<p>3.RI.10 (Informational Text) 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. (Essential)</p>		

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2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage III		
Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.		
3.RL.1 (Literature) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
3.RI.1 (Informational Text) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
3.RL.2 (Literature) 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. (Essential)		
3.RI.2 (Informational Text) Determine the main idea of a text; recount the key details and explain how they support the main idea. (Essential)		
3.RL.3 (Literature) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (Essential)		

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<p>3.RI.3 (Informational Text) 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>3.RF.3 (Foundational Skills) Know and apply grade- level phonics and word analysis skills in decoding words. (Essential: a, b, and c)</p> <p>See Stage V following.</p>	<p>HI-7: applying knowledge of spelling pattern exceptions.</p>	<p>Decoding</p>
	<p>HI-10: applying knowledge of affixes to words in context. (a, b only)</p>	<p>Decoding</p>
<p>Reading - Stage V (3.RF.3 only)</p>		
<p>3.RF.3 (Foundational Skills) Stage V Know and apply grade- level phonics and word analysis skills in decoding words. (Essential: a, b, and c)</p>	<p>HI-4 applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text. (c only and only in reference to a skill area)</p>	<p>Decoding</p>
<p>3.RL.4 (Literature) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (Essential)</p>		
<p>3.RI.4 (Informational Text) Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 3 topic or subject area. (Essential)</p>		
<p>3.RF.4 (Foundational Skills) Read with sufficient accuracy and fluency to support comprehension.</p>		

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<p>3.RL.5 (Literature) 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>3.RI.5 (Informational Text) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (Essential)</p>		
<p>3.RL.6 (Literature) Distinguish their own point of view from that of the narrator or those of the characters. (Essential)</p>		
<p>3.RI.6 (Informational Text) Distinguish their own point of view from that of the author of a text. (Essential)</p>		
<p>3.RL.7 (Literature) 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). (Essential)</p>		
<p>3.RI.7 (Informational Text) 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>3.RL.8 (Literature) (Not applicable to literature)</p>		

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<p>3.RI.8 (Informational Text) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (Essential)</p>		
<p>3.RL.9 (Literature) 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). (Essential)</p>		
<p>3.RI.9 (Informational Text) Compare and contrast the most important points and key details presented in two texts on the same topic. (Essential)</p>		
<p>3.RL.10 (Literature) 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. (Essential)</p>		
<p>3.RI.10 (Informational Text) 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. (Essential)</p>		

<p>2010 AZ English Language Arts Standards (ELA)</p>	<p>English Language Proficiency Standards (ELPS)</p>
<p>Reading - Stage III</p>	
<p>Standard 3: The student will read with fluency and accuracy.</p>	

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<p>3.RL.1 (Literature) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>		
<p>3.RI.1 (Informational Text) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>		
<p>3.RL.2 (Literature) 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. (Essential)</p>		
<p>3.RI.2 (Informational Text) Determine the main idea of a text; recount the key details and explain how they support the main idea. (Essential)</p>		
<p>3.RL.3 (Literature) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (Essential)</p>		
<p>3.RI.3 (Informational Text) 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>		

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<p>3.RF.3 (Foundational Skills) Know and apply grade- level phonics and word analysis skills in decoding words. (Essential: a, b, and c)</p>		
<p>3.RL.4 (Literature) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (Essential)</p>		
<p>3.RI.4 (Informational Text) Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 3 topic or subject area. (Essential)</p>		
<p>3.RF.4 (Foundational Skills) Read with sufficient accuracy and fluency to support comprehension.</p>	HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)	Fluency
<p>3.RL.5 (Literature) 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>3.RI.5 (Informational Text) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (Essential)</p>		
<p>3.RL.6 (Literature) Distinguish their own point of view from that of the narrator or those of the characters. (Essential)</p>		

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<p>3.RI.6 (Informational Text) Distinguish their own point of view from that of the author of a text. (Essential)</p>		
<p>3.RL.7 (Literature) 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). (Essential)</p>		
<p>3.RI.7 (Informational Text) 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>3.RL.8 (Literature) (Not applicable to literature)</p>		
<p>3.RI.8 (Informational Text) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (Essential)</p>		
<p>3.RL.9 (Literature) 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). (Essential)</p>		
<p>3.RI.9 (Informational Text) Compare and contrast the most important points and key details presented in two texts on the same topic. (Essential)</p>		

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<p>3.RL.10 (Literature) 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. (Essential)</p>		
<p>3.RI.10 (Informational Text) 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. (Essential)</p>		

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage III		
Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.		
<p>3.RL.1(Literature) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>HI-2: generating and confirming predictions about text for accuracy.</p>	<p>Fiction/Non-Fiction</p>
<p>See Stage V following.</p>	<p>HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.</p>	<p>Fiction/Non-Fiction</p>
	<p>HI-4: generating who, what, where, when, why, which and how questions to clarify text.</p>	<p>Fiction/Non-Fiction</p>
Reading - Stage V (3.RL.1 only)		

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<p>3.RL.1(Literature) Stage V Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>HI-5: generating clarifying questions. (Only in reference to a skill area.)</p>	<p>Fiction/Non-Fiction</p>
<p>3.RI.1 (Informational Text) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.</p>	<p>Fiction/Non-Fiction</p>
	<p>HI-4: generating who, what, where, when, why, which and how questions to clarify text.</p>	<p>Fiction/Non-Fiction</p>
<p>Reading - Stage V (3.RI.1 only)</p>		
<p>3.RI.1 (Informational Text) Stage V Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>HI-5: generating clarifying questions. (Only in reference to a skill area.)</p>	<p>Fiction/Non-Fiction</p>
<p>3.RL.2 (Literature) 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. (Essential)</p> <p>See Stage V following.</p>	<p>HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.</p>	<p>Fiction/Non-Fiction</p>
<p>Reading - Stage V (3.RL.2 only)</p>		

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<p>3.RL.2 (Literature) Stage V 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. (Essential)</p>	<p>HI-6: retelling a literary selection by sequencing events using transition words. (Only in reference to a skill area.)</p>	<p>Fiction/Non-Fiction</p>
<p>3.RI.2 (Informational Text) Determine the main idea of a text; recount the key details and explain how they support the main idea. (Essential)</p>		
<p>3.RL.3 (Literature) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (Essential)</p>	<p>HI-14: describing the characters' traits and their motivations within a fictional text.</p>	<p>Fiction</p>
<p>3.RI.3 (Informational Text) 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>HI-8: locating sequential/chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.</p>	<p>Fiction/Non-Fiction</p>
	<p>HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)</p>	<p>Fiction/Non-Fiction</p>

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	<p>HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)</p>	Fiction/Non-Fiction
	<p>HI-12: identifying the cause and effect relationship of two related events in a literary selection.</p>	Fiction/Non-Fiction
<p>3.RF.3 (Foundational Skills) Know and apply grade-level phonics and word analysis skills in decoding words. (Essential: a, b, and c)</p>		
<p>3.RL.4 (Literature) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (Essential)</p>	<p>(HI-8: locating sequential/chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.) *Only a reference to a skill area.</p>	Fiction/Non-Fiction
	<p>HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) *Only a reference to a skill area.</p>	Fiction/Non-Fiction
	<p>HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since) *Only a reference to a skill area.</p>	Fiction/Non-Fiction
	<p>HI-32: identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image. *Only a</p>	Fiction/Non-Fiction

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	reference to a skill area.	
3.RI.4 (Informational Text) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (Essential)	(HI-8: locating sequential/chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.) *Only a reference to a skill area.	Fiction/Non-Fiction
	HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of) *Only a reference to a skill area.	Fiction/Non-Fiction
	HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since) *Only a reference to a skill area.	Fiction/Non-Fiction
	HI-20: applying understanding of content vocabulary within math, science and social studies texts.	Non-Fiction
	HI-32: identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image. *Only a reference to a skill area.	Fiction/Non-Fiction
3.RF.4 (Foundational Skills) Read with sufficient accuracy and fluency to support comprehension.		
3.RL.5 (Literature) Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as	HI-34: identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)	

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chapter, scene, and stanza; describe how each successive part builds on earlier sections.		
<p>3.RI.5 (Informational Text) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (Essential)</p> <p>See Stage V following.</p>	<p>HI-22: locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, websites, podcast, webinars, etc.)</p>	Non-Fiction
	<p>HI-25: explaining the purpose of print (font) features in nonfiction text.) *Only a reference to a skill area.</p>	Non-Fiction
	<p>HI-26: explaining the purpose of organizational features on a page in nonfiction text. *Only a reference to a skill area.</p>	Non-Fiction
	<p>HI-27: locating information from a part of a book for a specific purpose.</p>	Non-Fiction
	<p>HI-28: identifying specific information by using the organizational features of a book, a dictionary and a newspaper. (i.e., title, author, table of contents and glossary)</p>	Non-Fiction
	<p>HI-29: interpreting information from functional documents for a specific purpose. (e.g., "Which bus do I take to get home by 7pm?")</p>	Non-Fiction
Reading - Stage V (3.RI.5 only)		
<p>3.RI.5 (Informational Text) Stage V Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (Essential)</p>	<p>HI- 26: explaining the purpose of print (font) features on a page in nonfiction text. (Only in reference to a skill area.)</p>	Non-Fiction

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<p>3.RL.6 (Literature) Distinguish their own point of view from that of the narrator or those of the characters. (Essential)</p>		
<p>3.RI.6 (Informational Text) Distinguish their own point of view from that of the author of a text. (Essential)</p> <p>See Stage V following.</p>	<p>HI-6: making connections to text (i.e., text-to-text and text-to-self).</p>	<p>Fiction/Non-Fiction</p>
	<p>HI-31: distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.) *Only a reference to a skill area.</p>	<p>Non-Fiction</p>
<p>Reading - Stage V (3.RI.6 only)</p>		
<p>3.RI.6 (Informational Text) Stage V Distinguish their own point of view from that of the author of a text. (Essential)</p>	<p>HI-7: explaining connections made to text while reading. (text-to-text, text-to-self, and text-to-world) (Only in reference to a skill area.)</p>	<p>Fiction/Non-Fiction</p>
<p>3.RL.7 (Literature) 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). (Essential)</p> <p>See Stage V following.</p>	<p>HI-14: describing the characters' traits and their motivations within a fictional text.</p>	<p>Fiction</p>
	<p>HI-17: relating illustrations to fictional text.</p>	<p>Fiction</p>
<p>Reading - Stage V (3.RL.7 only)</p>		
<p>3.RL.7 (Literature) Stage V 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).</p>	<p>HI-18: relating illustrations to fictional text. (Only in reference to a skill area.)</p>	<p>Fiction</p>

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(Essential)		
3.RI.7 (Informational Text) 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).	HI-22: locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, websites, podcast, webinars, etc.)	Non-Fiction
	HI-24: interpreting information from external text in nonfiction text for a specific purpose.	Non-Fiction
	HI-27: locating information from a part of a book for a specific purpose.	Non-Fiction
	HI-29: interpreting information from functional documents for a specific purpose. (e.g., "Which bus do I take to get home by 7pm?")	Non-Fiction
3.RL.8 (Literature) (Not applicable to literature)		
3.RI.8 (Informational Text) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (Essential)	HI-12: identifying the cause and effect relationship of two related events in a literary selection.	Fiction/Non-Fiction
3.RL.9 (Literature) 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). (Essential)	HI-16: identifying and describing the plot (specific events, problems and solutions) from a fictional text. *Only a reference to a skill area.	Fiction

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	HI-19: comparing and contrasting two settings within a fictional text.	Fiction
3.RI.9 (Informational Text) Compare and contrast the most important points and key details presented in two texts on the same topic. (Essential)	HI-30: comparing and contrasting two items within an expository text.	Non-Fiction
3.RL.10 (Literature) 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. (Essential)		
3.RI.10 (Informational Text) 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. (Essential)		