

[Submit comments on the draft NYS Grade 3 ELA Learning Standards](#)

| | | Standard Code | Current Standard | Revised Standard Recommendation | Additional Information/Notes |
|--|--|---------------|------------------|---------------------------------|------------------------------|
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|------------------|------------------------------|--------|---|---|---|
| READING STANDARD | Phonics and Word Recognition | 3.RF.1 | (There is not a grade 3 standard for this concept. Please see preceding grades for more information.) | NA | |
| | | 3.RF.2 | (There is not a grade 3 standard for this concept. Please see preceding grades for more information.) | NA | |
| | | 3.RF.3 | Know and apply grade-level phonics and word analysis skills in decoding words. | Know and apply grade-level phonics and word analysis skills in decoding words, with guidance and support as needed. | Changed to add "with guidance and support as needed." |

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|---------|-----------------------|-------|--|---|--|
| READING | Key Ideas and Details | 3.R.3 | | In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. In informational texts, describe the relationship between a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. | New recommended Standard that combines Reading for Information and Reading for Literature. |
| | | 3.R.4 | | Determine the meaning of words, phrases, figurative language, academic and domain-specific words. | New recommended Standard that combines Reading for Information and Reading for Literature. |
| | Craft and Structure | | | | |

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SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

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| LANGUAGE | Conventions of Standard English | 3.L.2b | Use commas in addresses. | No change | |
| | | 3.L.2c | Use commas and quotation marks in dialogue. | No change | |
| | | 3.L.2d | Form and use possessives. | No change | |
| | | 3.L.2e | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). | Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words. | Changed to omit example; no examples needed. Committee recommends a separate section for examples/guidance. |
| | | 3.L.2f | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. | Use spelling patterns, rules, and generalizations in writing words. | Changed to omit example; no examples needed. Committee recommends a separate section for examples/guidance. |
| | | 3.L.2g | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | Consult reference materials as needed to check and correct spellings. | Changed to make more inclusive of varied types of resources. |

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Knowledge of Language

3.L.3



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LANGUAGE

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LANGUAGE