



# English Language Arts and Literacy Standards

## Grade 3

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VERSION 2026.1



OREGON  
DEPARTMENT OF  
EDUCATION

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# Introduction

## Shared Expectations for Student Learning

The Oregon content standards set clear, shared expectations for what all students should know and be able to do by the end of each year, grade band, or course. They reflect a commitment to equitable education, ensuring all students have access to consistent academic content, connected to and uplifted by their communities, backgrounds, and abilities. Adopted and maintained by the State Board of Education in accordance with ORS 329.045, the standards are regularly reviewed and revised to support high-quality, grade-level learning for every student.

For more information, visit the [Oregon's Standards website](#) or email [ODE.Standards@ode.oregon.gov](mailto:ODE.Standards@ode.oregon.gov).

## Vision for Equity and Excellence in Student Learning

Oregon's content standards reflect a shared commitment to equity, belonging, and the success of every student by guiding grade-level learning across all subjects while honoring students' identities, cultures, languages, and lived experiences.

Broader statewide educational initiatives, including the [Student Success Plans](#), the [Transformative Social and Emotional Learning \(SEL\) Framework and Standards](#), and [Tribal History/Shared History Curriculum](#), reinforce this vision and help establish the conditions for learning in classrooms. The required Transformative SEL Standards are intentionally designed to be integrated across all content standards, promoting culturally responsive, strengths-based instruction that elevates student voice and identity and fosters belonging for every student. The Tribal History/Shared History curriculum also ensures that the histories, cultures, and sovereignty of the nine federally recognized Tribal Nations in Oregon are taught with honesty and integrity.

Oregon's [Early Literacy](#) and [Adolescent Literacy](#) frameworks, [Multilingual Learner Strategic Plan](#), along with [English Language Proficiency Standards](#) are essential to supporting learning across all content areas. Skills in reading, writing, speaking, listening, and critical thinking enable students to access complex ideas and communicate their understanding effectively. When literacy and language development are intentionally integrated within high-quality instructional materials and classroom instruction, students, including multilingual learners, can use their cultural and linguistic assets to engage deeply with content and build the knowledge and skills needed for future learning. Alongside content standards, [high-quality instructional materials](#) play a critical role in ensuring that every student, every day, is engaged in meaningful, affirming, grade-level instruction. When instructional materials are aligned to standards and designed to support inclusive and culturally responsive teaching, they help educators deliver coherent, engaging instruction that supports all learners.

This vision, in alignment with these Oregon initiatives, frameworks, and approaches, creates the conditions for learning where every student can thrive and succeed.

## Content Standards Development

In Oregon, content standards are developed through a collaborative process that brings together educators, content experts, and partners from across the state. Oregon Department of Education convenes standards review panels that examine research, national standards and trends, and current classroom practice to ensure the standards reflect high expectations for all students. Draft standards are shared for public input and feedback before being finalized and adopted by the State Board of Education. This process helps ensure that Oregon’s standards are relevant and reflective of the diverse perspectives and experiences of students and communities across the state.

## Structure of the Content Standards

Oregon’s content standards are intentionally designed to promote coherence and complexity of thought across all subject areas. Each set of standards is informed by relevant frameworks, including Webb’s Depth of Knowledge (DOK), ensuring that expectations for student learning follow a coherent K-12 learning progression that deepens understanding and increases cognitive complexity.

Oregon uses a similar structure across content areas to help educators navigate the standards more easily. This shared design supports clearer implementation, promotes alignment across content areas, and helps educators focus on building students’ knowledge and skills in a coherent and integrated way across grade levels and content areas.

Oregon’s content standards are developed and organized to clearly articulate the core components and expectations for student learning. Each content area identifies a discipline – such as Mathematics, Science, or English Language Arts and defines the broad domain of learning. Grade levels specify the learner population and instructional window in which students engage with the standards, establishing a coherent progression across the K–12 continuum. This may refer to a single academic year, a multi-year grade band, or a credit-bearing course.

**Domains** and **sub-domains** provide the primary organizational structure for the standards. Domains represent broad, conceptual categories within a discipline, while sub-domains can further refine these categories into more specific areas of focus. Together, they organize standards into meaningful, connected threads that support coherence within and across grade levels, making learning progressions.

**Content standards** define the essential knowledge and skills students are expected to learn and are formally adopted by the State Board of Education. **Indicators**, which are optional and may appear in guidance, offer additional detail by illustrating the breadth and depth of a standard. They describe the types of thinking or evidence students may demonstrate, supporting clarity and consistent interpretation without prescribing instruction.

The coding structure example below shows how each part of a standard is organized to communicate the content area, grade level, domain, and specific standard.

Key:

**ELA.5.RL.1** = Content Area (English Language Arts)

ELA.**5**.RL.1 = Grade Level (5<sup>th</sup> Grade)

ELA.5.**RL**.1 = Domain (Reading Literature)

ELA.5.RL.**1** = Standard (first standard for this domain and grade level)

## Introduction to the 2026 K-12 English Language Arts Literacy Standards

Oregon’s English Language Arts and Literacy standards are grounded in national research and best practices, including the science of reading, and are informed by [Oregon’s Early Literacy Framework](#) and [Adolescent Literacy Framework](#). They reflect evidence-based understanding of how students develop literacy skills, particularly in foundational reading, language development, and comprehension.

Organized within familiar domains and subdomains to support coherence and clarity, the standards are structured as a developmental learning progression from kindergarten through grade 12. Designed as end-of-year expectations, they emphasize essential literacy skills and competencies and illustrate how knowledge and skills deepen and expand over time as students grow. This vertically articulated structure supports high-quality and meaningful learning while honoring developmental considerations and equitable and responsive instruction, with the goal of ensuring all students graduate proficient in literacy.

## Grade 3

### Grade 3 Reading Foundational Skills (ELA.3.RF)

#### Print Concepts

ELA.3.RF.1 (Please see preceding grades for students needing additional supports for Print Concepts—RF.1.)

#### Phonological Awareness

ELA.3.RF.2 (Please see preceding grades for students needing additional supports for Phonological Awareness—RF.2.)

#### Phonics and Word Recognition

ELA.3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- a. Identify, decode, and know the meaning of the most common prefixes and derivational suffixes, including Latin suffixes.
- b. Decode and encode multisyllabic words.
- c. Read irregularly spelled words.

#### Fluency

ELA.3.RF.4 Read grade-level text with fluency (accuracy, rate, prosody) to support comprehension.

- a. Read text with purpose and understanding.
- b. Read text orally with sufficient accuracy and rate, and appropriate expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Grade 3 Reading Literature / Informational Text (ELA.3.RL / ELA.3.RI)

#### Key Ideas and Details

| Reading Literature                                                                                                                         | Reading Informational                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| ELA.3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | ELA.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |

| Reading Literature                                                                                                                                                                                                                                   | Reading Informational                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELA.3.RL.2 Recount and summarize stories, including but not limited to fables, folktales, and myths from diverse cultures; determine the author's central message, lesson, or moral, and explain how it is conveyed through key details in the text. | ELA.3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.                                                                                                                    |
| ELA.3.RL.3 Describe characters in a story, including but not limited to their traits, motivations, actions, or feelings, and how they affect the plot.                                                                                               | ELA.3.RI.3 Describe the relationship between individuals, 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. |

### Craft and Structure

| Reading Literature                                                                                                                                                                                                                                     | Reading Informational                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELA.3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.         | ELA.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area and describe how those words and phrases impact meaning.                                           |
| ELA.3.RL.5 Describe and provide evidence explaining how parts of the text contribute to the overall structure of poems, stories, and dramas, including but not limited to chapter, scene, and stanza, and linear, non-linear, and circular structures. | ELA.3.RI.5 Use informational text structures, including comparison, cause/effect, and problem/solution, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure. |

| Reading Literature                                                                                                                                                   | Reading Informational                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELA.3.RL.6 Distinguish personal perspectives from those of the narrator or characters and describe how various perspectives shape the content and style of the text. | ELA.3.RI.6 Distinguish personal perspectives from those of the author of a text and describe how various perspectives shape the content and style of a text. |

### Integration of Knowledge and Ideas

| Reading Literature                                                                                                                                                 | Reading Informational                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELA.3.RL.7 Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character, and setting. | ELA.3.RI.7 Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs, and side bars, contribute to the meaning and clarity of a text. |
| ELA.3.RL.8 (Not applicable to literature)                                                                                                                          | ELA.3.RI.8 Describe how reasons and evidence support specific points the author makes in a text.                                                                                  |
| ELA.3.RL.9 Compare and contrast the messages, settings, and plots of stories written by the same author about the same or similar characters.                      | ELA.3.RI.9 Compare and contrast the most important points and key details presented in two or more texts on the same topic.                                                       |

### Range of Reading and Level of Text Complexity

| Reading Literature                                                                                                                                                                            | Reading Informational                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ELA.3.RL.10 Flexibly use a variety of decoding and comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex, literary texts. | ELA.3.RI.10 Flexibly use a variety of decoding and comprehension strategies to independently and proficiently read, comprehend, and analyze grade-level appropriate, complex, informational texts. |

## Grade 3 Writing (ELA.3.W)

### Text Types and Purposes

- ELA.3.W.1 With scaffolded guidance and support, compose opinion pieces on topics or texts, with supporting reasons.
- Introduce the topic, followed by opinion statement, and create an organizational structure.
  - Provide reasons with elaborate details to support the opinion.
  - Use grade-appropriate transitions to develop text structure across paragraphs.
  - Provide a conclusion.
- ELA.3.W.2 With scaffolded guidance and support, compose informative and/or explanatory texts, to examine a topic and provide information.
- Introduce a topic, and group related information together; include illustrations when useful in aiding comprehension.
  - Develop the topic with facts, definitions, and details.
  - Use grade-appropriate conjunctions to develop text structure within sentences.
  - Use grade-appropriate transitions to develop text structure across paragraphs.
  - Provide a conclusion.
- ELA.3.W.3 With scaffolded guidance and support, compose narratives to develop real or imagined experiences, or multiple events or ideas, using effective technique, descriptive details, and clear sequences.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear, and/or circular structure.
  - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - Use temporal words and phrases to signal event order.
  - Provide a conclusion that follows the narrated experiences or events.

### Production and Distribution of Writing

- ELA.3.W.4 With guidance and support, produce writing in which the development and organization are appropriate to task and purpose.
- ELA.3.W.5 With guidance and support, develop and strengthen writing as needed by planning, drafting, revising, and editing.
- ELA.3.W.6 With scaffolded guidance and support, use digital tools and resources and handwriting to produce and publish writing as well as to interact and collaborate with others.

## Research to Build and Present Knowledge

- ELA.3.W.7 Conduct short research projects and write about them to build knowledge about a topic.
- ELA.3.W.8 Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources and analyze by sorting into appropriate categories.
- ELA.3.W.9 (Begins in grade 4)

## Range of Writing

- ELA.3.W.10 With scaffolded guidance and support, write routinely over both extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## Grade 3 Language (ELA.3.L)

### Conventions of Standard English

- ELA.3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in a grade-level text.
  - b. Form and use regular and irregular plural nouns.
  - c. Use abstract nouns.
  - d. Form and use regular and irregular verbs.
  - e. Use verb tenses.
  - f. Ensure subject-verb and pronoun-antecedent agreement.
  - g. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.
  - h. Use coordinating and subordinating conjunctions.
  - i. Produce simple, compound, and complex sentences.
- ELA.3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize appropriate words in titles.
  - b. Use commas in addresses.
  - c. Use commas and quotation marks in dialogue.
  - d. Use possessives.
  - e. Use conventional spelling for high-frequency words where suffixes are added to base words.
  - f. Use spelling patterns and generalizations in writing words.
  - g. Consult both print and digital reference materials as needed to check and correct spellings.

## Knowledge of Language

- ELA.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases for effect.
  - Recognize and observe differences between the conventions of spoken and written Standard English.

## Vocabulary Acquisition and Use

- ELA.3.L.4 Choose flexibly from an array of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content.
- Use sentence-level context as a clue to the meaning of a word or phrase.
  - Determine the meaning of the new word formed when a known affix is added to a known word.
  - Use a known root word as a clue to the meaning of an unknown word with the same root.
  - Use glossaries, beginning dictionaries, and other reference materials, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- ELA.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.
- Distinguish the denotation and connotation of words and phrases in context.
  - Demonstrate understanding of words by relating them to their synonyms and antonyms.
  - Distinguish shades of meaning among related words that describe degrees of certainty.
- ELA.3.L.6 Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

## Grade 3 Speaking and Listening (ELA.3.SL)

### Comprehension and Collaboration

- ELA.3.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing ideas clearly.
- With guidance and support, 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.
  - Follow agreed-upon rules for discussion.
  - Ask questions to check understanding of information presented, stay on topic, and link personal comments to the remarks of others.

- d. Explain personal ideas and understandings in light of the discussion.
- e. Evaluate the effectiveness of the discussion.

ELA.3.SL.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.

ELA.3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### Presentation of Knowledge and Ideas

ELA.3.SL.4 With scaffolded guidance and support, 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.

ELA.3.SL.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.

ELA.3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.