



# OREGON ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS

## Grade 3 Crosswalk

### How to read this document:

This page serves as a key for reading the Oregon English Language Arts and Literacy Standards.

The left column is the Instructional Focus. The second column is the Standard Code. The third column is the 2019 Oregon English Language Arts and Literacy Standard. The final column is the original Common Core State Standard.

If there is a proposed change, the CCSS Standard will be bolded. If there is a revision to delete particular language, it will be struck.

If there is no change to the 2019 Oregon English Language Arts and Literacy Standard, the CCSS standard was simply copied over to the 2019 Oregon English Language Arts and Literacy Standard column. If a revision was made, the text in the 2019 Oregon English Language Arts and Literacy Standard column is bolded and italicized. If there is new language proposed, it will be underlined in that column, as well.

In cases where there is a standard written in the 2019 Oregon English Language Arts and Literacy Standard column, but the Original CCSS column is blank, this indicates that a standard has been added that did not previously exist.

This document serves as a crosswalk document to easily identify what revisions have been made, and how that alters the original standard.

Examples have been removed from the original standard statement, and they will be collated into a hyperlinked supplemental support document.

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	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
<b>Reading Foundational Skills</b>			
Print Concepts	3.RF.1	<i>(There is not a grade 3 standard for this concept. Please see preceding grades for more information.)</i> <b><u>If student does not demonstrate understanding of the organization and basic features of print, apply standard K.R.F.1.</u></b>	<i>(There is not a grade 3 standard for this concept. Please see preceding grades for more information.)</i>
Phonological Awareness	3.RF.2	<i>(There is not a grade 3 standard for this concept. Please see preceding grades for more information.)</i> <b><u>If students cannot substitute and delete parts of blends in the final position of one syllable words, see standards 2.RF.2a-b</u></b>	<i>(There is not a grade 3 standard for this concept. Please see preceding grades for more information.)</i>
Phonics and Word Recognition	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.
Phonics and Word Recognition	3.RF.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	Identify and know the meaning of the most common prefixes and derivational suffixes.
Phonics and Word Recognition	3.RF.3b	<b><u>Decode words with common suffixes. Read grade-appropriate irregularly spelled words.</u></b>	<b>Decode words with common Latin suffixes.</b>
Phonics and Word Recognition	3.RF.3c	Decode multisyllable words.	Decode multisyllable words.

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Fluency	3.RF.4	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.
Fluency	3.RF.4a	Read grade-level text with purpose and understanding.	Read grade-level text with purpose and understanding.
Fluency	3.RF.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
Fluency	3.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Reading Literature</b>			
Key Ideas and Details	3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Key Ideas and Details	3.RL.2	<b><i>Recount and summarize 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.</i></b>	<b>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.</b>

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
Key Ideas and Details	3.RL.3	<b><i>Describe characters in a story and explain how their actions contribute to the sequence of events.</i></b>	<b>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</b>
Craft and Structure	3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Craft and Structure	3.RL.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.
Craft and Structure	3.RL.6	Distinguish their own point of view from that of the narrator or those of the characters.	Distinguish their own point of view from that of the narrator or those of the characters.
Integration of Knowledge and Ideas	3.RL.7	<b><i>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.</i></b>	<b>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).</b>
Integration of Knowledge and Ideas	3.RL.8	(Not applicable to literature)	(Not applicable to literature)

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
Integration of Knowledge and Ideas	3.RL.9	<i>Compare and contrast the <b>messages, settings, and plots of stories written by the same author about the same or similar characters.</b></i>	<b>Compare and contrast the <del>themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</del></b>
Range of Reading and Level of Text Complexity	3.RL.10	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.	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.
<b>Reading Informational Text</b>			
Key Ideas and Details	3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Key Ideas and Details	3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
Key Ideas and Details	3.RI.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.	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.
Craft and Structure	3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
Craft and Structure	3.RI.5	<i>Use text features and search tools to locate information relevant to a given topic efficiently.</i>	Use text features and search tools ( <del>e.g., key words, sidebars, hyperlinks</del> ) to locate information relevant to a given topic efficiently.
Craft and Structure	3.RI.6	<i>Distinguish between a firsthand and secondhand account of the same event or topic.</i>	Distinguish <del>their own point of view from that of the author of a text.</del>
Integration of Knowledge and Ideas	3.RI.7	<i>Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</i>	Use information gained from illustrations ( <del>e.g., maps, photographs</del> ) and the words in a text to demonstrate understanding of the text ( <del>e.g., where, when, why, and how key events occur</del> ).
Integration of Knowledge and Ideas	3.RI.8	<i>Describe the logical connection between particular sentences and paragraphs in a text.</i>	Describe the logical connection between particular sentences and paragraphs in a text ( <del>e.g., comparison, cause/effect, first/second/third in a sequence</del> ).
Integration of Knowledge and Ideas	3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	Compare and contrast the most important points and key details presented in two texts on the same topic.
Range of Reading and Level of Text Complexity	3.RI.10	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.	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.

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Text Types and Purposes	3.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
Text Types and Purposes	3.W.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
Text Types and Purposes	3.W.1b	Provide reasons that support the opinion.	Provide reasons that support the opinion.
Text Types and Purposes	3.W.1c	<b><i>Use linking words and phrases to connect opinion and reasons.</i></b>	<b>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</b>
Text Types and Purposes	3.W.1d	Provide a concluding statement or section.	Provide a concluding statement or section.
Text Types and Purposes	3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Text Types and Purposes	3.W.2a	<i>Introduce a topic and group related information together; include illustrations when useful <u>in</u> aiding comprehension.</i>	Introduce a topic and group related information together; include illustrations when useful <del>to</del> aiding comprehension.
Text Types and Purposes	3.W.2b	Develop the topic with facts, definitions, and details.	Develop the topic with facts, definitions, and details.
Text Types and Purposes	3.W.2c	<i>Use linking words and phrases to connect ideas within categories of information.</i>	Use linking words and phrases ( <del>e.g., also, another, and, more, but</del> ) to connect ideas within categories of information.
Text Types and Purposes	3.W.2d	Provide a concluding statement or section.	Provide a concluding statement or section.
Text Types and Purposes	3.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Text Types and Purposes	3.W.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Text Types and Purposes	3.W.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
Text Types and Purposes	3.W.3c	Use temporal words and phrases to signal event order.	Use temporal words and phrases to signal event order.
Text Types and Purposes	3.W.3d	Provide a sense of closure.	Provide a sense of closure.
Production and Distribution of Writing	3.W.4	With guidance and support, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Production and Distribution of Writing	3.W.5	<b><i>With guidance and support, 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.)</i></b>	<b>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.)</b>
Production and Distribution of Writing	3.W.6	<b><i>With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.</i></b>	<b>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.</b>

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Research to Build and Present Knowledge	3.W.7	Conduct short research projects that build knowledge about a topic.	Conduct short research projects that build knowledge about a topic.
Research to Build and Present Knowledge	3.W.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Research to Build and Present Knowledge	3.W.9	(Begins in grade 4)	(Begins in grade 4)
Range of Writing	3.W.10	<b><i>With scaffolding, guidance, and support, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></b>	<b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b>
<b>Language</b>			
Conventions of Standard English	3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Conventions of Standard English	3.L.1a	<b><i>Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.</i></b>	<b>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</b>

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Conventions of Standard English	3.L.1b	Form and use regular and irregular plural nouns.	Form and use regular and irregular plural nouns.
Conventions of Standard English	3.L.1c	<b><i>Use abstract nouns.</i></b>	<b>Use abstract nouns (e.g., <del>childhood</del>).</b>
Conventions of Standard English	3.L.1d	Form and use regular and irregular verbs.	Form and use regular and irregular verbs.
Conventions of Standard English	3.L.1e	<b><i>Form and use the simple verb tenses.</i></b>	<b>Form and use the simple (e.g., <del>I walked; I walk; I will walk</del>) verb tenses.</b>
Conventions of Standard English	3.L.1f	Ensure subject-verb and pronoun-antecedent agreement.	Ensure subject-verb and pronoun-antecedent agreement.
Conventions of Standard English	3.L.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Conventions of Standard English	3.L.1h	Use coordinating and subordinating conjunctions.	Use coordinating and subordinating conjunctions.
Conventions of Standard English	3.L.1i	Produce simple, compound, and complex sentences.	Produce simple, compound, and complex sentences.
Conventions of Standard English	3.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Conventions of Standard English	3.L.2a	Capitalize appropriate words in titles.	Capitalize appropriate words in titles.
Conventions of Standard English	3.L.2b	Use commas in addresses.	Use commas in addresses.
Conventions of Standard English	3.L.2c	Use commas and quotation marks in dialogue.	Use commas and quotation marks in dialogue.

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Conventions of Standard English	3.L.2d	Form and use possessives.	Form and use possessives.
Conventions of Standard English	3.L.2e	<i>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words .</i>	<b>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</b>
Conventions of Standard English	3.L.2f	<i>Use spelling patterns and generalizations in writing words.</i>	<b>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</b>
Conventions of Standard English	3.L.2g	<i>Consult reference materials, including beginning dictionaries, <u>both print and digital</u>, as needed to check and correct spellings.</i>	<b>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</b>
Knowledge of Language	3.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Knowledge of Language	3.L.3a	Choose words and phrases for effect.	Choose words and phrases for effect.

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
Knowledge of Language	3.L.3b	Recognize and observe differences between the conventions of spoken and written standard English.	Recognize and observe differences between the conventions of spoken and written standard English.
Vocabulary Acquisition and Use	3.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.
Vocabulary Acquisition and Use	3.L.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	Use sentence-level context as a clue to the meaning of a word or phrase.
Vocabulary Acquisition and Use	3.L.4b	<b><i>Determine the meaning of the new word formed when a known affix is added to a known word</i></b>	<b>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <del>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</del>).</b>
Vocabulary Acquisition and Use	3.L.4c	<b><i>Use a known root word as a clue to the meaning of an unknown word with the same root.</i></b>	<b>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <del>company, companion</del>).</b>
Vocabulary Acquisition and Use	3.L.4d	<b><i>Use glossaries, beginning dictionaries, and other reference materials, both print and digital, to determine or clarify the precise meaning of key words and phrases.</i></b>	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

	<b>Standard Code</b>	<b>2019 Oregon English Language Arts and Literacy Standard</b>	<b>Common Core Standard</b>
Vocabulary Acquisition and Use	3.L.5	Demonstrate understanding of word relationships and nuances in word meanings.	Demonstrate understanding of word relationships and nuances in word meanings.
Vocabulary Acquisition and Use	3.L.5a	<i>Distinguish the literal and nonliteral meanings of words and phrases in context.</i>	<b>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</b>
Vocabulary Acquisition and Use	3.L.5b	<i>Identify real-life connections between words and their use.</i>	<b>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</b>
Vocabulary Acquisition and Use	3.L.5c	<i>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</i>	<b>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</b>
Vocabulary Acquisition and Use	3.L.6	<i>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</i>	<b>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</b>
Comprehension and Collaboration	3.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.

## Speaking and Listening

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
Comprehension and Collaboration	3.SL.1a	<i>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.</i>	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.
Comprehension and Collaboration	3.SL.1b	<i>Follow agreed-upon rules for discussions.</i>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
Comprehension and Collaboration	3.SL.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
Comprehension and Collaboration	3.SL.1d	Explain their own ideas and understanding in light of the discussion.	Explain their own ideas and understanding in light of the discussion.
Comprehension and Collaboration	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.	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.
Comprehension and Collaboration	3.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

	Standard Code	2019 Oregon English Language Arts and Literacy Standard	Common Core Standard
Presentation of Knowledge and Ideas	3.SL.4	<i><b>With 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.</b></i>	<b>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.</b>
Presentation of Knowledge and Ideas	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.	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.
Presentation of Knowledge and Ideas	3.SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)