

Arkansas, Grade 3

Arkansas Strand/Standard	Focus of Arkansas Standard	For More Information
Reading Literature		
RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	R1 pp. 6–11
RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral, and explain how it is conveyed	R2 pp. 12–17
RL.3	Describe characters in a story and explain how their actions contribute to the sequence of events	R3 pp. 18–23
RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language	R4 pp. 24–29
RL.5	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	R5 pp. 30–35
RL.6	Distinguish their own perspective from that of the narrator or those of the characters, distinguishing the difference between first- and third-person point-of-view narrations	R6 pp. 36–41
RL.7	Explain how specific elements of a text's illustrations contribute to what is conveyed by the words in a story	R7 pp. 42–47
RL.8	NA	
RL.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters	R9 pp. 54–59
RL.10	Read literature of appropriate complexity independently with proficiency	R10 pp. 60–65
Reading Informational Text		
RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for understanding	R1 pp. 6–11
RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea	R2 pp. 12–17
RI.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text	R3 pp. 18–23
RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text	R4 pp. 24–29
RI.5	Use text features and search tools to locate information on a topic efficiently	R5 pp. 30–35
RI.6	Distinguish own perspective from that of the author of a text	R6 pp. 36–41
RI.7	Use information from illustrations and the words in a text to demonstrate understanding of the text	R7 pp. 42–47
RI.8	Describe the logical connection between particular sentences and paragraphs in a text	R8 pp. 48–53
RI.9	Compare and contrast the most important points presented by two texts on the same topic	R9 pp. 54–59
RI.10	Read and comprehend appropriately complex informational texts independently and proficiently	R10 pp. 60–65
Reading Foundational Skills		
RF.3	Phonics: Know and apply grade-level phonics and word analysis skills in decoding words	RF3 pp. 214–219
RF.4	Fluency: Read grade-level texts with sufficient accuracy and fluency to support comprehension	RF4 pp. 220–225
Writing		
W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons	W1 pp. 70–75
W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly	W2 pp. 76–81
W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences	W3 pp. 82–87
W.4	Produce writing in which the development and organization are appropriate to the task and purpose	W4 pp. 88–93
W.5	Develop and strengthen writing as needed by planning, revising, and editing	W5 pp. 94–99
W.6	Use technology to produce and publish writing	W6 pp. 100–105
W.7	Conduct short research projects that build knowledge about a topic	W7 pp. 106–111

(Continued)

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Writing		
W.8	Recall information from experiences or gather information from print and digital sources	W8 pp. 112–117
W.9	NA	
W.10	Write routinely over shorter and extended time frames	W10 pp. 124–129
Speaking and Listening		
SL.1	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly	SL1 pp. 134–139
SL.2	Determine the main ideas and supporting details of information that is gained by means other than reading	SL2 pp. 140–145
SL.3	Ask and answer questions in order to clarify comprehension, offering appropriate elaboration and detail	SL3 pp. 146–151
SL.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details	SL4 pp. 152–157
SL.5	Create audio recordings of stories or poems, reading at a fluent pace; add visual displays when appropriate to emphasize or enhance certain elements	SL5 pp. 158–163
SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification	SL6 pp. 164–169
Language		
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 pp. 174–179
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 pp. 180–185
L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening	L3 pp. 186–191
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies	L4 pp. 192–197
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	L5 pp. 198–203
L.6	Acquire and use accurately conversational, general academic, and domain-specific words and phrases	L6 pp. 204–209