

**Language Arts Florida Standards (LAFS)
Grade 3**

Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
STANDARD CODE	STANDARD
LAFS.3.RL.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.3.RL.1.2	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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.3.RL.1.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
Cluster 2: Craft and Structure	
STANDARD CODE	STANDARD
LAFS.3.RL.2.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.3.RL.2.5	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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.3.RL.2.6	Distinguish their own point of view from that of the narrator or those of the characters. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
Cluster 3: Integration of Knowledge and Ideas	
STANDARD CODE	STANDARD
LAFS.3.RL.3.7	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).

	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.3.RL.3.9	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).
	<i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
LAFS.3.RL.4.10	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.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Strand: READING STANDARDS: FOUNDATIONAL SKILLS (K-5)

Cluster 3: Phonics and Word Recognition

STANDARD CODE	STANDARD
LAFS.3.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.
	<i>Cognitive Complexity:</i> Level 1: Recall

Cluster 4: Fluency

STANDARD CODE	STANDARD
LAFS.3.RF.4.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 1: Key Ideas and Details	
STANDARD CODE	STANDARD
LAFS.3.RI.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.3.RI.1.2	Determine the main idea of a text; recount the key details and explain how they support the main idea. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.3.RI.1.3	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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Craft and Structure	
STANDARD CODE	STANDARD
LAFS.3.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.3.RI.2.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.3.RI.2.6	Distinguish their own point of view from that of the author of a text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 3: Integration of Knowledge and Ideas	
STANDARD CODE	STANDARD
LAFS.3.RI.3.7	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). <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.3.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

LAFS.3.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
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Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	STANDARD
LAFS.3.RI.4.10	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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Strand: WRITING STANDARDS	
Cluster 1: Text Types and Purposes	
STANDARD CODE	STANDARD
LAFS.3.W.1.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.3.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.3.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order.

	d. Provide a sense of closure. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
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Cluster 2: Production and Distribution of Writing	
STANDARD CODE	STANDARD
LAFS.3.W.2.4	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.) <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.3.W.2.5	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 on pages 28 and 29.) <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.3.W.2.6	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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 3: Research to Build and Present Knowledge	
STANDARD CODE	STANDARD
LAFS.3.W.3.7	Conduct short research projects that build knowledge about a topic. <i>Cognitive Complexity:</i> Level 4: Extended Thinking & Complex Reasoning
LAFS.3.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Writing	
STANDARD CODE	STANDARD
LAFS.3.W.4.10	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>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning

Strand: STANDARDS FOR SPEAKING AND LISTENING

Cluster 1: Comprehension and Collaboration	
STANDARD CODE	STANDARD
LAFS.3.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly. - 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 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). - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. - Explain their own ideas and understanding in light of the discussion. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.3.SL.1.2	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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.3.SL.1.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts

Cluster 2: Presentation of Knowledge and Ideas	
STANDARD CODE	STANDARD
LAFS.3.SL.2.4	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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.3.SL.2.5	Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.3.SL.2.6	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 on pages 28 and 29 for specific expectations.) <i>Cognitive Complexity:</i> Level 1: Recall

Strand: LANGUAGE STANDARDS	
Cluster 1: Conventions of Standard English	
STANDARD CODE	STANDARD
LAFS.3.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Demonstrate beginning cursive writing skills. - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. - Form and use regular and irregular plural nouns. - Use abstract nouns (e.g., childhood, friendship, courage). - Form and use regular and irregular verbs. - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. - Ensure subject-verb and pronoun-antecedent agreement. - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. - Use coordinating and subordinating conjunctions. - Produce simple, compound, and complex sentences. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.3.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Capitalize appropriate words in titles. - Use commas in addresses. - Use commas and quotation marks in dialogue. - Form and use possessives. - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). - Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <i>Cognitive Complexity:</i> Level 1: Recall

Cluster 2: Knowledge of Language	
STANDARD CODE	STANDARD
LAFS.3.L.2.3	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.

Cluster 3: Vocabulary Acquisition and Use

STANDARD CODE	STANDARD
LAFS.3.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts
LAFS.3.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning
LAFS.3.L.3.6	Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). <i>Cognitive Complexity:</i> Level 1: Recall

