



INDIANA ACADEMIC STANDARDS FRAMEWORKS

English/Language Arts: Grade 3

Reading Foundations	
Learning Outcome	Students read grade-level text independently and fluently.
Standard	3.RF.3: Know and use more difficult word families when reading unfamiliar words (e.g., -ight).
Evidence Statements	Academic Vocabulary
- Identify word families when reading unfamiliar words. - Decode unfamiliar words, in isolation and in context, using simple and complex word families.	Word family
Clarification Statements	
- Students should be able to decode words using phonics and word analysis skills. - Word lists, decodable sentences, and decodable texts can provide opportunities for students to practice recently learned spelling patterns. Teachers should encourage students to identify spelling patterns in word lists and texts.	
Looking Back	Looking Ahead
2.RF.3: Decode multisyllabic words composed of base, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words. (E)	4.RF.2: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar, multisyllabic words in context. (E)
Instructional Resources and Strategies	
English/Language Arts Grades K-12 Vertical Articulation Guides English/Language Arts Grades 2-5 Vertical Articulation Guide Indiana Department of Education Dyslexia Toolkit IDOE Guidance: Common Onset-Rime Word Families and Their Levels of Difficulty - Students roll a dice labeled with different letters (onset) and another dice labeled with different word families (rime) and read the word. Students determine whether the word is real or nonsense. If a student encounters an unknown word, encourage the student to segment sounds, then blend together to form words. Record real words. Phonics, from Literacy How Introduce Word Families, from Free Reading Ehri's Phases of Word Reading, from Ohio's State Support Team 3	

Universal Supports for All Learners

- [2024 Content Connectors](#)
- [Universal Design for Learning Playbook](#)
- [UDL Guideline Infographic, from Learning Designed](#)
- [UDL Guidelines from CAST](#)
- [Universal Supports for All Learners in English/Language Arts, from IDOE's 2023 Future Focused IAS Learning Series](#)
- [Learning Styles and the Writing Process, from the University of Arizona SALT Center](#)
- [Corgi: Digital Graphic Organizers](#)
- [Reading and Writing Graphic Organizers, from BrainPop Educators](#)
- [Writing Graphic Organizers, from Student Treasures](#)

Assessment Considerations

- [IREAD-3 Test Blueprint](#)
- [IREAD-3 Item Specifications](#)
- [IDOE Released Items Repository](#)
- [Indiana Assessment Framework](#)
- [Exploring Released Items for Writing Instruction - SmART Tool Tutorial](#)
- [Smarter Balanced SmART Tool](#)
- [ILEARN Constructed Response Item Types and Scoring](#)

Interdisciplinary Connections

Coming Soon

Disciplinary Literacy

Coming Soon

Contact IDOE's [Office of Teaching and Learning](#) with any questions.