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| **Common Core Standards 3rd Grade** |  |  |  |  |
| **Reading Literature (RL)** | **1** | **2** | **3** | **4** |
| * **Key Ideas and Details**
* RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the
* answers.
 |  |  |  |  |
| * RL.3.2. 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.
 |  |  |  |  |
| * RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to
* the sequence of events.
 |  |  |  |  |
| **Craft and Structure*** RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral
* language.
 |  |  |  |  |
| * RL.3.5. 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.
 |  |  |  |  |
| * RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
 |  |  |  |  |
| * **Integration of Knowledge and Ideas**
* 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).
 |  |  |  |  |
| * RL.3.8. (Not applicable to literature)
 |  |  |  |  |
| * 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).
 |  |  |  |  |
| * RL.3.10. 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.
 |  |  |  |  |
| **Reading: Informational Text (RI)** | **1** | **2** | **3** | **4** |
| * **Key Ideas and Details**
* RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the
* answers.
 |  |  |  |  |
| * RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
 |  |  |  |  |
| * RI.3.3. 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.
 |  |  |  |  |
| **Craft and Structure**RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3*  *topic or subject area*. |  |  |  |  |
| * RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given
* topic efficiently.
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| * RI.3.6. Distinguish their own point of view from that of the author of a text.
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| **Reading Informational Text (RI) Continued** | **1** | **2** | **3** | **4** |
| **Integration of Knowledge and Ideas*** 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).
 |  |  |  |  |
| * 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).
 |  |  |  |  |
| * RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.
 |  |  |  |  |
| * RI.3.10. 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.
 |  |  |  |  |
| **Reading: Foundational Skills (RF)** | **1** | **2** | **3** | **4** |
| *Phonics and Word Recognition* |  |  |  |  |
| * 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 multi-syllable words.
 |  |  |  |  |
| * + D. Read grade-appropriate irregularly spelled words.
 |  |  |  |  |
| *Fluency* |  |  |  |  |
| RF.3.4. Read with sufficient accuracy and fluency to support comprehension |  |  |  |  |
| * + A. Read grade-level text with purpose and understanding.
 |  |  |  |  |
| * + B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 |  |  |  |  |
| * + C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 |  |  |  |  |
| **Writing (W)** | **1** | **2** | **3** | **4** |
| * Text Types and Purposes
* W.3.1. 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.
 |  |  |  |  |
| * W.3.2. 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.
 |  |  |  |  |
| * **Writing (W) continued**
 | **1** | **2** | **3** | **4** |
| * W.3.3. 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.
 |  |  |  |  |
| * **Production and Distribution of Writing**
* W.3.4. 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.)
 |  |  |  |  |
| * W.3.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by planning,
* revising and editing.
 |  |  |  |  |
| * W.3.6.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.
 |  |  |  |  |
| **Research to Build and Present Knowledge*** W.3.7. Conduct short research projects that build knowledge about a topic.
 |  |  |  |  |
| * 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.
 |  |  |  |  |
| * W.3.9. (Begins in grade 4)
 |  |  |  |  |
| * W.3.10. 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.
 |  |  |  |  |
| **Speaking and Listening (SL)** | **1** | **2** | **3** | **4** |
| **Comprehension and Collaboration**SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly. |  |  |  |  |
| * + A. 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.
 |  |  |  |  |
| * + B. 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).
 |  |  |  |  |
| * + C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 |  |  |  |  |
| * D. Explain their own ideas and understanding in light of the discussion.
 |  |  |  |  |
| * SL.3.2. 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.
 |  |  |  |  |
| * SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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| **Speaking and Listening (SL) continued** | **1** | **2** | **3** | **4** |
| **Presentation and Knowledge of Ideas*** SL.3.4. 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.
 |  |  |  |  |
| * SL.3.5. 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.
 |  |  |  |  |
| * SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification
 |  |  |  |  |
| **Language (L)** | **1** | **2** | **3** | **4** |
| **Conventions of Standard Language*** L.3.1. 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 general and their functions in particular
	+ sentences.
 |  |  |  |  |
| * + B. Form and use regular and irregular plural nouns.
 |  |  |  |  |
| * + C. Use abstract nouns (e.g., *childhood*).
 |  |  |  |  |
| * + D. Form and use regular and irregular verbs.
 |  |  |  |  |
| * + E. Form and use the simple (e.g., *I walked; I walk; I will walk*) 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
 |  |  |  |  |
| * L.3.2. 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. Form and use possessives.
 |  |  |  |  |
| * + E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,
	+ *sitting, smiled, cries, happiness*).
 |  |  |  |  |
| * + F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules,*
	+ *meaningful word parts*) in writing words.
 |  |  |  |  |
| * + G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
 |  |  |  |  |
| * **Knowledge of Language**
* L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 |  |  |  |  |
| * + A. Choose words and phrases for effect.\*
 |  |  |  |  |
| * + B. Recognize and observe differences between the conventions of spoken and written standard English.
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| **Language (L) Continued** | **1** | **2** | **3** | **4** |
| **Vocabulary and Acquisition of Use*** 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.,
	+ *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
 |  |  |  |  |
| * + C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 |  |  |  |  |
| * + D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key
	+ words and phrases.
 |  |  |  |  |
| * L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 |  |  |  |  |
| * + A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 |  |  |  |  |
| * + B. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 |  |  |  |  |
| * + C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew,*
	+ *believed, suspected, heard, wondered*).
 |  |  |  |  |
| * L.3.6. 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*).
 |  |  |  |  |