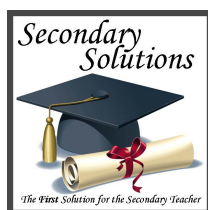


Annotated

Common Core Standards

for English Language Arts
Grade 3



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GRADE 3

COMMON CORE STANDARDS: ENGLISH LANGUAGE ARTS

READING: LITERATURE

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.
 - *Students should demonstrate the ability to read a fictional passage or text.*
 - *Students should be able to point out details and examples, either verbally or written, to explain what the text says.*
 - *Students should be able to develop questions pertaining to a text, pointing out parts of a text that they had problems with, didn't understand, or are left wondering about.*
 - *Students should be able to answer questions in regards to a fictional text, referring to and pointing out where they found their answers in the text itself.*
- 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.
 - *Schools and teachers should give students access to stories from various cultures.*
 - *Students should demonstrate the ability to read stories such as fables, folktales, and myths from diverse cultures.*
 - *Students should be able to recount the major details, including characters, setting, and theme or message of a story.*
 - *Students should be able to state the theme or central idea of a story.*
 - *Students should be able point out details from the text that support the theme or central idea of a text.*
 - *Students should be able to write a summary of a story.*
- 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.
 - *Students should be able to identify major characters in a story.*
 - *Students should be able to describe different characters and how they fit together to make a story happen.*
 - *Students should be able to articulate how a particular character fits within a story, based upon the character's thoughts, words, and/or actions.*

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.
 - *Students should be able to identify an unfamiliar or unknown word or phrase in a text, making note when the word or phrase is unknown.*

- *Students should be able to use resources (e.g., dictionaries, glossaries, thesauruses), or background knowledge to find a connection and infer the meaning of words found in text.*
 - *Students should be able to use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.*
 - *Students should be able to explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.*
 - *Students should be able to recognize and explain the meaning of common idioms, adages, and proverbs.*
- 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.
 - *Students should be familiar with the major differences in the structural elements of poems, drama, and prose.*
 - *Students should be able to articulate the differences in structural elements of poetry.*
 - *Students should be able to articulate the differences in structural elements of drama.*
 - *Students should be able to articulate the differences in structural elements of prose.*
 - *Students should be able to write or speak about these differences.*
 - RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
 - *Students should be able to identify the narrator of a text.*
 - *Students should be able to articulate from whose point of view a text is told.*
 - *Students should be able to articulate their own feelings and point of view about a situation in a text, whether or not their viewpoint agrees with the narrator's.*

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).
 - *Students should be able to discuss how a text's illustrations reveal certain aspects of a story.*
 - *Students should be able to articulate how illustrations contribute to or influence a story.*
- 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).
 - *Students should be familiar with different texts written by the same author about the same or similar characters.*
 - *Students should be able to compare and contrast themes and topics from the same author.*
 - *Students should be able to connect a continuing story line throughout a series.*

RANGE OF READING AND COMPLEXITY OF TEXT

- 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.
 - *Students should be exposed to a wide range of fictional texts, including those considered below grade level, on grade level, and above grade level.*
 - *Students should be encouraged to continue choosing higher-level texts, or those that continue to challenge the individual student.*
 - *Students should be able to demonstrate proficiency in the skills outlined in this section.*

READING: INFORMATIONAL TEXT

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.
 - *Students should demonstrate the ability to read a non-fictional passage or text.*
 - *Students should be able to point out details and examples, either verbally or written, to explain what the text says.*
 - *Students should be able to develop questions pertaining to a text, pointing out parts of a text that they had problems with, didn't understand, or are left wondering about.*
 - *Students should be able to answer questions in regards to a non-fictional text, referring to and pointing out where they found their answers in the text itself.*
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
 - *Students should be able to recount the major details, including characters, setting, and theme or message of a story.*
 - *Students should be able to state the theme or central idea of a story.*
 - *Students should be able point out details from the text that support the theme or central idea of a text.*
 - *Students should be able to write a summary of a story, including the main idea and details to support it.*
- 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.
 - *Students should be able to identify general and specific events, procedures, ideas, or concepts in an informational text.*
 - *Students should be able to explain an event using details, based upon the reading of the text.*
 - *Students should be familiar with the structures of non-fiction texts, including cause/effect, time/sequence, order of importance, compare/contrast, etc.*

- *Students should be able to articulate a procedure or sequence of events, based on the details of a text.*

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*.
 - *Students should be able to demonstrate the meaning of a word or phrase within the passage, based upon the context clues of the sentence.*
 - *Students should be able to use available resources (Internet, dictionary, etc.) to determine the meaning of unknown words.*
 - *Students should be able to demonstrate the ability to recognize and explain the meaning of unknown words in the context of the passage.*
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
 - *Students should be familiar with the structural elements of non-fiction texts, including titles, sub-titles, key words, captions, diagrams, labels, headings, etc.*
 - *Students should be able to articulate how such non-fictional features work.*
 - *Students should be able to use these features to find specific information.*
- RI.3.6. Distinguish their own point of view from that of the author of a text.
 - *Students should be able to identify the author's point of view (or narrator if different) of a text.*
 - *Students should be able to articulate from whose point of view a text is told.*
 - *Students should be able to recognize and indicate how the point of view affects the reader's interpretation or understanding of the text.*
 - *Students should be able to articulate their own feelings and point of view about a situation in a text, whether or not their viewpoint agrees with the author's (or narrator's).*

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).
 - *Students should be exposed to information in a variety of formats or media (i.e. charts, graphs, statistics, movies, essays, photos, PowerPoint, websites, etc.)*
 - *Students should be able to synthesize this information to help them articulate understanding of a topic or issue.*
 - *Students should be able to articulate the “who, what, where, when, why, and how” of an article.*
- 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).

- *Students should be able to recognize the format/structure of a text.*
- *Students should be able to identify key words to help indicate the particular structure of a text.*
- *Students should be able to trace the connection or sequence of a text.*
- RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.
 - *Students should be able to compare and contrast the effectiveness of different types of genres and formats of non-fiction texts.*
 - *Students should integrate knowledge about the point of view and support/evidence provided in order to write or speak about a subject.*
 - *Students should be able to recognize and write or speak about a subject knowledgeably by having researched two different sources.*

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

- 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.
 - *Students should be exposed to a wide range of non-fiction texts, including those considered below grade level, on grade level, and above grade level.*
 - *Students should be encouraged to continue choosing higher-level texts, or those that continue to challenge the individual student.*
 - *Students should be able to demonstrate proficiency in the skills outlined in this section.*

READING: FOUNDATIONAL SKILLS

PHONICS AND WORD RECOGNITION

- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multisyllable words.
 - Read grade-appropriate irregularly spelled words.

FLUENCY

- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING

TEXT TYPES AND PURPOSES

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - Provide reasons that support the opinion.
 - Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
 - Provide a concluding statement or section.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - Develop the topic with facts, definitions, and details.
 - Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
 - Provide a concluding statement or section.
- W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - Use temporal words and phrases to signal event order.
 - 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 peers and adults, develop 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.
 - *Students must have access to a variety of print and digital sources.*
 - *Students should be able to identify and gather quotes and data that helps contribute to the research topic or question.*
 - *Students should be able to summarize or paraphrase the information found in their research.*
 - *Students should be able to create a collection of information or sources based upon their research.*
- W.3.9. (Begins in grade 4)

RANGE OF WRITING

- 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

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.
 - 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.
- 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.

- *Students should be able to gather information and write a summary of the information free from bias.*
- *Students should be able to listen to a presentation or other media and take notes on the most important aspects.*
- *Students should be able to restate the most important aspects of information gathered in diverse formats, including speeches, charts, graphs, videos, etc.*
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
 - *Students should be able to recognize and articulate a speaker’s argument or claim.*
 - *Students should be able to demonstrate an understanding of how a speaker’s bias and tone of voice contributes to the believability of a text.*
 - *Students should be able to identify reasons and evidence to support a speaker’s argument or claim.*
 - *Students should be able to ask questions about a presentation or project when something is unclear or unknown.*

PRESENTATION OF KNOWLEDGE AND 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.
 - *Students should be able to gather and organize their claims and findings on a subject.*
 - *Students should be able to present their claims and findings in an organized visual format, such as an oral presentation using a poster with images, facts, and details to visually represent findings.*
 - *Students should be able to present this information in a clear and succinct manner, using good eye contact, correct volume and clear pronunciation.*
- 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.
 - *Students should be able to present their findings in an organized oral format, using graphics, images, music, sound for emphasis.*
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
 - *Students should be given the opportunity to present a “rough draft” of their work before presenting.*
 - *Students should demonstrate the ability to revise and rework the presentation before presenting to the class.*
 - *Students should be given opportunities to speak in small group and larger group settings in order to practice speaking in complete sentences and appropriate tone and fluency.*

LANGUAGE

CONVENTIONS OF STANDARD ENGLISH

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - 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*).
 - 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.
- L.3.2. 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., *sitting*, *smiled*, *cries*, *happiness*).
 - Use spelling patterns and generalizations (e.g., *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words.
 - 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.
 - Choose words and phrases for effect.*
 - Recognize and observe differences between the conventions of spoken and written standard English.

VOCABULARY ACQUISITION AND 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.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - 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*).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 - 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.
 - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - 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*).
 - *Students should be given a variety of vocabulary activities designed to expose students to unfamiliar words.*
 - *Students should demonstrate the ability to identify vocabulary words and unfamiliar phrases within a text.*
 - *Students should demonstrate the ability to research the meaning of a word and how it is used.*
 - *Students should demonstrate the ability to use these words in the appropriate context.*
 - *Students should be able to gather a personal list of unfamiliar vocabulary words.*
 - *Students should be able to articulate the meaning of unfamiliar words based upon the context clues, connotation, or definition given.*
 - *Students should be able to use previously unfamiliar words in an appropriate and accurate manner.*