

Charts to Clarify 3rd Grade Common Core Literacy Standards

The following charts are organized to clarify the relationships among the literacy development standards.

Source: COMMON CORE STATE STANDARDS ; <http://www.corestandards.org>

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Core Reading Standards for Third Grade

LITERATURE	NONFICTION/INFORMATIONAL TEXT
KEY IDEAS AND DETAILS	KEY IDEAS AND DETAILS
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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.	2. Determine the main idea of a text; recount the key details and explain how they support the main idea .
3. Describe characters in a story (e.g., their traits , motivations, or feelings) and explain how their actions contribute to the sequence of events .	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	CRAFT AND STRUCTURE
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	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.
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.	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the narrator or those of the characters .	6. Distinguish their own point of view from that of the author of a text.
INTEGRATION OF KNOWLEDGE AND IDEAS	INTEGRATION OF KNOWLEDGE AND IDEAS
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).	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).
8. (Not applicable to literature)	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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).	9. Compare and contrast the most important points and key details presented in two texts on the same topic .
RANGE AND LEVEL OF TEXT COMPLEXITY	RANGE AND LEVEL OF TEXT COMPLEXITY
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 .	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 .

The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum

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.
 - SL.3.1a 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.
 - SL.3.1b 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).
 - SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - SL.3.1d 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.

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.
- 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.

Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

Integrate the Conventions in Writing and Speaking (see the next page).

CONVENTIONS IN WRITING AND SPEAKING	
<input type="checkbox"/> 1. Observe conventions of grammar and usage.	___a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in specific sentences. ___b. Form and use the simple (e.g., <i>I walked, I walk, I will walk</i>) verb tenses. ___c. Ensure subject-verb and pronoun-antecedent agreement.* ___d. Produce simple, compound, and complex sentences.
<input type="checkbox"/> 2. Observe conventions of capitalization, punctuation, and spelling.	___a. Use correct capitalization. ___b. Use quotation marks in dialogue. ___c. 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>). ___d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ___e. Consult reference materials, including dictionaries, as needed to check and correct spellings.
<input type="checkbox"/> 3. Make effective language choices.	___a. Use words for effect.*
VOCABULARY ACQUISITION AND USE	
<input type="checkbox"/> 4. Determine word meanings (<i>based on grade 3 reading</i>).	___a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital. ___b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). ___c. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). ___d. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).
<input type="checkbox"/> 5. Understand word relationships.	___a. Build real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). ___b. Distinguish among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
<input type="checkbox"/> 6. Use words that are in common, conversational vocabulary as well as grade-appropriate academic vocabulary and domain-specific words (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.	

* Conventions standards noted with an asterisk (*) need to be revisited by students in subsequent grades as their writing and speaking grows in sophistication.

THIRD GRADE CCSS READING FOUNDATIONAL SKILLS

Phonics and Word Recognition:

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

Fluency:

- Read with sufficient accuracy and fluency to support comprehension. RF.3.4
- Read grade-level text with purpose and understanding. RF.3.4.a
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.3.4.b
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.3.4.c

TEXT TYPES AND PURPOSES	
□	1. Write opinions in which they: <ul style="list-style-type: none"> ___ a. Introduce the topic or book(s) directly, state an opinion relative to the topic, and create an organizing structure that lists reasons. ___ b. Provide reasons that support the opinion. ___ c. Use appropriate words to link opinions and reason(s) (e.g., <i>because, therefore, in order to, since, for example</i>). ___ d. Provide a sense of closure.
□	2. Write informative/explanatory pieces in which they: <ul style="list-style-type: none"> ___ a. Introduce a topic and create an organizational structure that presents similar information together. ___ b. Provide some details to develop points. ___ c. Use linking words (e.g., <i>also, another, and, more</i>) to connect ideas within categories of information. ___ d. Include a concluding sentence or section.
□	3. Write narratives in which they: <ul style="list-style-type: none"> ___ a. Establish a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally. ___ b. Employ dialogue and descriptions of characters' actions, thoughts, and feelings. ___ c. Use temporal words and phrases to signal event sequence. ___ d. Provide a sense of closure.
PRODUCTION AND DISTRIBUTION OF WRITING	
4. (Begins in grade 4).	
□	5. With guidance and support from peers and adults, strengthen writing as needed by revising and editing.
□	6. With guidance and support from adults, use technology to produce and publish writing.
RESEARCH TO BUILD KNOWLEDGE	
□	7. Perform short, focused research tasks that build knowledge about a topic.
□	8. Gather information from experience as well as print and digital resources, take simple notes on sources, and sort evidence into provided categories.
9. (Begins in grade 4)	
RANGE OF WRITING	
10. (Begins in grade 4)	