

Environmental Studies Program

English Language Arts Standards>>Reading: Literature - Grade 3

Standard Code

Description

Key Ideas and Details

CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CCSS.ELA-Literacy.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

CCSS.ELA-Literacy. RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CCSS.ELA-Literacy.RL.3.6 Distinguish their point of view from that of the narrator or those of the characters

Integration of Knowledge & Ideas

CCSS.ELA-Literacy.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)

CCSS.ELA-LiteracyRL3.9 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)

Range of Reading & Level of Text Complexity

CCSS.ELA-Literacy.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.

Informational Text

Key Ideas and Details

CCSS.ELA-Literacy.RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring to explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main ideas.

CCSS.ELA-Literacy.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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RI.3.5

Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CCSS.ELA-Literacy.RI.3.6

Distinguish their own point of view from that of the author of a text.

Integration of Knowledge & Ideas

CCSS.ELA-Literacy.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)

CCSS.ELA-Literacy.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)

CCSS.ELA-Literacy.RI.3.9

Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading & Level of Text Complexity

CCSS.ELA-Literacy.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.

Foundational Skills

Phonics and Word Recognition

CCSS.ELA-Literacy.RF.3.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.3.3a

Identify and know the meaning of the most common prefixes and derivational suffixes.

CCSS.ELA-Literacy.RF.3.3b

Decode words with common Latin suffixes.

CCSS.ELA-Literacy.RF.3.3c

Decode multisyllabic words.

CCSS.ELA-Literacy.RF.3.3d

Read grade-appropriate irregularly spelled words

Fluency

CCSS.ELA-Literacy.RF.3.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.3.4a

Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.3.4c

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

Writing

Text Types and Purposes

CCSS.ELA-Literacy.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-Literacy.W.3.1a

introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCSS.ELA-Literacy.W.3.1b

Provide reasons that support the opinion.

CCSS.ELA-Literacy.W.3.1c	Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons.
CCSS.ELA-Literacy.W.3.1d	Provide a concluding statement or section.
CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose
CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Production & Distribution of Writing

CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
CCSS.ELA-Literacy.W.3.5	With guidance and support from adults, develop and strengthen writing as needed by planning, revising, and editing.
CCSS.ELA-Literacy.W.3.6	With guidance and support from adults, use technology to produce and publish writing (use keyboarding skills) as well as interact and collaborate with others.

Language

Conventions of Standard English

CCSS.ELA-Literacy.L.3	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

CCSS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.
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Vocabulary Acquisition & Use

CCSS.ELA-Literacy.L.3.4	Determine the meaning 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.
CCSS.ELA-Literacy.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.)

Speaking & Listening

Comprehension & Collaboration

- CCSS.ELA-Literacy.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 them clearly.
- CCSS.ELA-Literacy.SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other preparation and other information known about the topic to explore ideas under discussion
- CCSS.ELA-Literacy.SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks to the remarks of others.
- CCSS.ELA-Literacy.SL.3.1d Explain their own ideas and understanding in light of the discussion.
- CCSS.ELA-Literacy.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
- CCSS.ELA-Literacy.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge & Ideas

- CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.