-Third Grade-

USD 417 Morris County

Common Core Standards

E.L.A. & Literacy

Quick Reference Tool

Contents:

College & Career Readiness Anchor Standards

Kansas Addl. 15%

ELA & Literacy Standards
ELA Content Alignment/Cognitive Levels

Updated 02/03/2012

K-12 College & Career Readiness Anchor Standards

Strand: Reading

BOXED SUB HEADINGS	STANDARDS	IDENTIFIERS
Key Ideas & Details	1. **Read** closely to determine what the text says explicitly and to **make** logical inferences from it; **cite** specific textual evidence when **writing or speaking** to **support** conclusions drawn from the text.	R.CCR.1
	2. **Determine** central ideas or themes of a text and **analyze** their development; **summarize** the key supporting details and ideas.	R.CCR.2
	3. **Analyze** how and why individuals, events, and ideas develop and interact over the course of a text.	R.CCR.3
Craft & Structure	4. **Interpret** words and phrases as they are used in a text, including **determining** technical, connotative, and figurative meanings, and **analyze** how specific word choices shape meaning or tone.	R.CCR.4
	5. **Analyze** the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole	R.CCR.5
	6. **Assess** how point of view or purpose shapes the content and style of a text.	R.CCR.6
Integration of Knowledge & Ideas	7. **Integrate and evaluate** content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	R.CCR.7
	8. **Delineate and evaluate** the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	R.CCR.8
	9. **Analyze** how two or more texts address similar themes or topics in order to **build** knowledge or to **compare** the approaches the authors take.	R.CCR.9
Range of Reading & Level of Text Complexity	10. **Read and comprehend** complex literary and informational texts independently and proficiently.	R.CCR.10

Strand: Writing

BOXED SUB HEADINGS	STANDARDS	IDENTIFIERS
Text Types & Purposes	1. **Write** arguments to support claims in an analysis of substantive topics or texts, **using** valid reasoning and relevant and sufficient evidence.	W.CCR.1
	2. **Write i**nformative/explanatory texts to **examine and convey** complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.CCR.2
	3. **Write** narratives to develop real or imagined experiences or events **using** effective technique, well chosen details, and well structures event sequences.	W.CCR.3
Production & Distribution of Writing	4. **Produce** clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.CCR.4
	5. **Develop and strengthen** writing as needed by **planning, revising, editing, rewriting, or trying** a new approach.	W.CCR.5
	6. **Use** technology, including the internet, to **produce and publish** writing and to **interact and collaborate** with others.	W.CCR.6

Research to Build & Present Knowledge	7. **Conduct** short as well as more sustained research projects based on focused questions, **demonstrating** understanding of the subject under investigation.	W.CCR.7
	8. **Gather** relevant information from multiple print and digital resources, **assess** the credibility and accuracy of each source, and **integrate** the information while **avoiding** plagiarism.	W.CCR.8
	9. **Draw** evidence from literary or informational texts to support analysis, reflection, and research.	W.CCR.9
Range of Writing	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 tasks, purposes, and audiences.	W.CCR.10

Strand: Speaking & Listening

Comprehension & Collaboration	1. **Prepare for and participate** effectively in a range of conversations and collaborations with diverse partners, **building** on others' ideas and **expressing t**heir own clearly and persuasively.	SL.CCR.1
	2. **Integrate and evaluate** information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.CCR.2
	3. **Evaluate** a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL,CCR.3
Presentation of Knowledge & Ideas	4. **Present** information, findings, and supporting evidence such that listeners such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.CCR.4
	5. **Make** strategic use of digital media and visual displays of data to **express** information and **enhance** understanding of presentations.	SL.CCR.5
	6. **Adapt** speech to a variety of contexts and communicative tasks, **demonstrating** command of formal English when indicated or appropriate	SL.CCR.6

Strand: Language

Conventions of Standard English	1. **Demonstrate** command of conventions of standard English grammar and usage when **writing or speaking.**	L.CCR.1
	2. **Demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when **writing.**	L.CCR.2
Knowledge of Language	3. **Apply** knowledge of language to understand how language functions in different contexts, to make **effective** choices for meaning or style, and to **comprehend** more fully when **reading or listening.**	L.CCR.3
Vocabulary Acquisition and Use	4. **Determine or clarify** the meaning of unknown and multiple-meaning words and phrases by **using** context clues, **analyzing** meaningful word parts, and **consulting** general and specialized reference materials, as appropriate.	L.CCR.4
	5. **Demonstrate** understanding of figurative language, word relationships, and nuances in word meanings.	L.CCR.5
	6. **Acquire** and **use** accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; **demonstrate** independence in **gathering** vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.CCR.6

Kansas Additional 15%

Literacy Learning	1. **Engage** in literacy learning through collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation	KS.LL.1
	2. **Use** meta-cognitive strategies to **monitor** literacy learning progress.	KS.LL.2
	3. **Engage** in five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.	KS.LL.3
	4. **Engage** in strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.	KS.LL.4
	5. **Develop** the literacy skills presented throughout these standards in both academic and career/technical education contexts.	KS.LL.5
Range of Reading Level & Text Complexity	6. **Encounter** a range of engaging and culturally sensitive text and media that motivate the desire to be literate.	KS.RL.11
	7. **Read**-both independently and collaboratively-print, non-print, and multi-modal works proficiently and critically to be media literate.	KS.RL.12
Text Type & Purpose	8. **Create**-both independently and collaboratively technical, non-print, digital, and multi- modal versions of text types and purposes outlined in standards 1, 2, and 3.	KS.W.11
Production & Distribution of Writing	9. **Strengthen** writing craft-both independently and collaboratively through recursive **wiring and revision** process and the **use of** common vocabulary of the 6 Trait model.	KS.W.12

Third Grade ELA-Literacy Standards

Strand: Reading

SUB STRAND	BOXED SUB HEADINGS	STANDARDS	IDENTIFIERS
Literature	Key Ideas & Details	1. **Ask and answer** questions to **demonstrate** understanding of a text, **referring** explicitly to the text as the basis for the answers.	RL.3.1
		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.3.2
		3. **Describe** characters in a story (e.g., their traits, motivations, or feelings) and **explain** how their actions contribute to the sequence of events.	RL.3.3
	Craft & Structure	4. **Determine** the meaning of words and phrases as they are used in a text, **distinguishing** literal from non-literal language.	RL.3.4
		5. **Refer** to parts of stories, dramas, and poems when **writing** or **speaking** about text, **using** terms such as chapter, scene, and stanza; **describe** how each successive part builds on earlier sections.	RL.3.5
		6. **Distinguish** their own point of view from that of the narrator or those of the characters.	RL.3.6
	Integration of Knowledge & 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).	RL.3.7
		8. (Not applicable to literature).	RL.3.8
		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.3.9
	Range of Reading & 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.	RL.3.10
Informational Text	Key Ideas & Details	1. **Ask and answer** questions to **demonstrate** understanding of a text, **referring** explicitly to the text as the basis for the answers.	RI.3.1
		2. **Determine** the main idea of a text; **recount** the key details and **explain** how they support the main idea.	RI.3.2
		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.	RI.3.3
	Craft & Structure	4. **Determine** the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area.	RI.3.4
		5. **Use** text features and search tools (e.g., key words, sidebars, hyperlinks) to **locate** information relevant to a given topic efficiently.	RI.3.5

		6. **Distinguish between** their own point of view from and that of the author of the text.	RI.3.6
	Integration of Knowledge & Ideas	7. **Use i**nformation 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.3.7
		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.3.8
		9. **Compare and contrast** the most important points and key details presented in two texts on the same topic.	RI.3.9
	Range of Reading & Level of Text Complexity	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.	RI.3.10
Foundational Skills	Phonics & Word Recognition	1. **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 suffixes. b. **Decode** words with common Latin suffixes. c. **Decode** multi-syllable words. d. **Read** grade level-appropriate irregularly spelled words.	RF.3.3a-d
	Fluency	2. **Read** with sufficient accuracy and fluency to **support** comprehension a. **Read** on-level text with purpose and understanding. b. **Read** on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. **Use** context to **confirm or self correct** word recognition and understanding, **rereading** as necessary.	RF.3.4a-c

Strand: Writing

	Text Types & Purposes	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** and 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.3.1a-d
		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.	W.3.2a-d
		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;	W.3.3a-d

		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** and 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.
			W.3.3a-d

	Production & Distribution of Writing	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 1-2 above).	W.3.4
		5. With guidance and support from adults, **develop and strengthen** writing as needed by **planning, revising, and editing.** (Editing for conventions should demonstrate command of Language standards up to and including grade 3).	W.3.5
		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.	W.3.6
	Research to Build & Present Knowledge	7. **Construct** short research projects that **build** knowledge about a topic.	W.3.7
		8. **Recall** information from experiences or **gather** information from print and digital resources; **take** brief notes on course and **sort** evidence into provided categories.	W.3.8
		9. (Begins in grade 4).	W.3.9
	Range of Writing	10. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day) for a range of discipline-specific tasks, purposes, and audiences.	W.3.10

Strand: Speaking & Listening	

	Comprehension & Collaboration	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 studies** required material; explicitly **draw on** preparation and other information known about the topic to **explore** ideas under discussion.
		    b. **Follow** agreed-upon rules for discussion (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** for 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.3.1a-d

		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.3.2
		3. **Ask and answer** questions about information from the speaker, **offering** appropriate elaboration and detail.	SL.3.3

		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.3.5
		6. **Speak** in complete sentences when appropriate to task and situation in order to **provide** requested detail or clarification (See grade 3 Language standards 1 and 3 for specific expectations).	SL.3.6

Strand: Language			

	Conventions of Standard English	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 verbs.
		   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.3.1a-i

		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 **uses** possessives.
		   e. **Use** conventional spelling for high frequency and other studies 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.
		   g. **Consult** reference materials, including beginning dictionaries, as needed to **check and correct** spellings.
			L.3.2a-g

	Knowledge of Language	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.
			L.3.3a-b

	Vocabulary Acquisition & Use	4. **Determine or clarify** the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibility 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
			L.3.4a- d

	Vocabulary Acquisition & Use	4. **Determine or clarify** the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibility 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 (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.3.4a- d

		5. **Demonstrate** understanding of word relationships and nuances in word meanings.
		    a. **Distinguish** the literal and no literal meaning of words and phrase s 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).
			L.3.5 a-c

ELA Content Alignment/Cognitive Levels

COLOR CODE KEY

% Percentage of ELA Instructional Time

- Not Covered (white)
- <2.5 % (light yellow)
- <5.0% (light orange)
- <7.5% (orange)
- >7.5% (dark orange)

	Common Core Standards — Cognitive Levels					Current State Standards — Cognitive Levels				
	Memorization / Recall	Perform Procedures / Explain	Generate/Create/Demonstrate	Analyze/Investigate	Evaluate/Integrate	Memorization / Recall	Perform Procedures / Explain	Generate/Create/Demonstrate	Analyze/Investigate	Evaluate/Integrate
	I	II	III	IV	V	I	II	III	IV	V
Phonemic Awareness										
Phonics	<2.5%									
Vocabulary	<5.0%	<5.0%	<5.0%	<2.5%		<2.5%	<2.5%	<2.5%	<2.5%	
Text and Print Feature	<2.5%		<2.5%		<2.5%	<2.5%		<2.5%		<2.5%
Fluency										
Comprehension	<2.5%	<5.0%	<5.0%	<5.0%	<2.5%	<7.5%	<5.0%	>7.5%	<5.0%	<2.5%
Critical Reasoning		<2.5%	<2.5%	<7.5%	<2.5%				<7.5%	<5.0%
Author's Craft	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%					
Writing Process	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%	<2.5%	<7.5%	<2.5%	
Elements of Presentation (Verbal & Written)		<2.5%	<5.0%	<5.0%				<5.0%	<5.0%	<5.0%
Writing Applications	<2.5%	<2.5%	<2.5%	<7.5%		<2.5%	<2.5%	<5.0%		
Language Study	<5.0%	>7.5%	<2.5%			<2.5%	<2.5%	<2.5%	<2.5%	
Listening & Viewing		<2.5%	<2.5%		<2.5%					
Speaking & Presenting	<2.5%	<2.5%	<2.5%	<5.0%	<2.5%	<2.5%	<2.5%	<2.5%		

*Table data/info acquired from seconline.org

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