GRADE THREE

Literacy	KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS	*(Factual)*	*(Conceptual)*	*(Procedural, Application, Extended Thinking)*
READING INFORMATION			

KEY IDEAS & DETAILS				
	3. RI.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• Inference • Prediction • Generalizations • Key Details • Background knowledge • Explicitly stated information from the text	• Authors include key details in informational texts which can help a reader ask and answer questions. • Good readers know a question is different from a statement and requires an answer. • Good readers ask questions about a text to help better understand the content within it.	• Make, test and revise predictions as they read • Use the combination of explicitly stated information, and background knowledge, to answer questions they have as they read • Demonstrate an understanding of the text when answering questions about the text • Refer explicitly to the text as a basis for answering questions about the text • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
	3. RI.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	• Informational text (both literary nonfiction and expository/technical texts) • Main topic • Key Details • Difference between the main topic and key details • Informational text features and/or structure(s) that help suggest main idea • How to explain	• Authors of informational text(s) include key details in order to help readers make meaning of the text. • Good readers use key details in an informational text to identify the main topic. • Informational texts have a pattern/plan as well as details which can help a reader determine the main ideas of informational text.	• Determine the main idea of an informational text • Recognize how ideas are organized in an informational text • Describe or graphically represent the relationship between main idea and details. • Explain how the main idea is supported by key details • Determine the main idea of a text and explain how it is supported by key details
	3. RI.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.	• Informational text (both literary nonfiction and expository/technical texts) • How to describe • ey ideas/concepts, events, steps in informational texts. • Key features of content-specific texts (e.g., science and historical texts) based on text features (e.g., events, steps, procedures) • Text structure in informational texts (e.g., time, sequence, cause/effect, steps) • Connections and relationships (e.g., one piece of text "explains" another or stands in "contrast" to another or "comes before" another) • Transition/linking words that show relationships (e.g., first, because, then, on the other hand) for informational texts.	• Authors include specific information to explain events, procedures, ideas and concepts in scientific, technical and historical texts and why they occur. • Good readers understand the relationships between and among events, ideas/concepts or steps/procedures and use that information to make sense of what they read.	• Identify the events, key ideas/ concepts, or steps in informational texts • Identify and describe how informational and technical texts are structured • Identify words that signal relationships in informational texts • Explain how ideas, events, steps are connected • Use text-structure language to describe or graphically represent relationships between and among ideas, events, or steps/procedures in informational texts

GRADE THREE

LITERACY	KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS	*(Factual)*	*(Conceptual)*	*(Procedural, Application, Extended Thinking)*
READING INFORMATION			

CRAFT AND STRUCTURE		KNOW	UNDERSTAND	DO
	3. RI.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area.	• Informational text • Word choice • Context clues • Non-linguistic images (e.g. Picture/graphic clues) • Strategies for identifying and using context clues • Literal and non-literal meaning • Simple figurative language (e.g., simile, metaphor)	• Authors make purposeful language choices to create meaning in informational text(s). • Good readers actively seek the meaning of unknown words/phrases to clarify understanding of informational text(s).	• Read and reread other sentences and non-linguistic images in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Determine the appropriate definition of words that have more than one meaning • Describe how language choices create meaning in text • Differentiate between literal and non-literal meaning • Identify and interpret figurative language • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area
	3. RI.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	• Informational text (both literary nonfiction and expository/technical texts) • Text features(e.g., captions, bold print, subheadings, glossaries, indices) • Search tools (e.g., electronic menus, icons, key words, sidebars, hyperlinks)	• Authors create informational texts using various text features to help readers locate key facts or information in a text proficiently • Good readers use text features to locate relevant information. • Good readers use search tools to locate relevant information	• Use text features to locate relevant information on a given topic • Use search tools to locate relevant information on a given topic • Use text features and search tools to locate information relevant to a given topic efficiently
	3. RI.6: Distinguish their own point of view from that of the author of a text.	• Informational text (both literary nonfiction and expository/technical texts) • Author's point of view • Author's viewpoint/focus/attitude • Author's roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text	• An author's focus/viewpoint may differ from that of the reader. • Good readers recognize that their own viewpoint can differ from that of the author.	• Identify the author's purpose for writing a text • Identify the author's viewpoint in a text • Distinguish between an author's viewpoint and the reader's viewpoint about a topic

GRADE THREE

LITERACY	KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS	*(Factual)*	*(Conceptual)*	*(Procedural, Application, Extended Thinking)*
READING INFORMATION			

		KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application, Extended Thinking)
INTEGRATION OF KNOWLEDGE & IDEAS	**3. RI.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).	• Central idea • Key details including where, when, why and how events occur • Graphics/images/illustrations (e.g., photographs, diagrams, simple charts, graphs, maps)	• Authors choose details and illustrations to include in an informational text in order to convey meaning. • Good readers use the details and illustrations available in an informational text to make meaning of the text(s).	• Identify the information presented in specific images (e.g., photographs, diagrams, charts, graphs, maps) • Integrate information from graphics/images/ illustrations with words from the text to make meaning • Explain how the information contributes to an understanding of the text in which it appears • 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).
	3. RI.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).			• **3. RI.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
	3. RI.9: Compare and contrast the most important points and key details presented in two texts on the same topic.	• Informational text (both literary nonfiction and expository/technical texts) • Compare • Contrast • Important points/main ideas • Most important vs. least important points • Key/supporting details	• Authors of informational text provide information on topics in different ways. • Good readers make meaning of informational texts by identifying and comparing/contrasting important points and key details presented in two texts.	• Identify the most important points presented in texts • Identify the key/supporting details presented in texts • Compare by writing or graphically representing the most important points presented by two texts on the same topic • Compare by writing the or graphically representing the key details presented by two texts on the same topic • Contrast by writing or graphically representing the most important points presented by two texts on the same topic • Contrast by writing or graphically representing key details presented by two texts on the same topic • Compare and contrast the most important points presented by two texts on the same topic
READING RANGE	**3. RI.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.	• Identify/understand key ideas and details • Identify/understand craft and structure • Identify/understand integration of knowledge	• Comprehend informational text key ideas and details • Comprehend informational text craft and structure • Comprehend informational text integration of knowledge	• 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.

GRADE THREE

LITERACY	KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS **READING LITERATURE**	*(Factual)*	*(Conceptual)*	*(Procedural, Application, Extended Thinking)*

		KNOW	UNDERSTAND	DO
KEY IDEAS & DETAILS	**3. RL.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• Text references • Explicit information • Inference • Prediction • Generalizations • Literary elements (e.g., character, setting, events)	• Authors include key details in literary texts which can help a reader ask and answer questions. • Good readers use the information from a text as a basis for answering questions and gaining an understanding of the text	• Make, test and revise predictions as they read • Use the combination of background knowledge and explicitly stated information to answer questions they have as they read • Demonstrate an understanding of the text when answering questions about the text • Refer explicitly to the text as a basis for answering questions about the text
	3. RL.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.	• Literary texts • How to explain • How to recount literary texts • Characteristics of fables and folktales from diverse cultures • Central message, moral, lesson • Difference between central ideas and key details in a story • Characteristics of an effective retelling/recounting	• Authors of literary texts include details that help readers make sense of stories. • Good readers create an effective recounting or retelling of literary text(s) that includes key ideas and details (e.g., characters, settings, problem/solution).	• Recount/retell (or graphically represent) key details from literary texts, including fables and folktales from diverse cultures • Determine central message, lesson or moral • Explain how key details show a central message, lesson or moral • Recount stories, including fables, folktales, and myths from diverse cultures; determine their central message, lesson, or moral and explain how it is conveyed through key details in the text
	3. RL.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	• Literary texts • Important/supporting details • Story & Play elements • Plot (e.g., events, climax/turning point, resolution) • Conflict (e.g., problem/solution) • Characters (traits, motivations, words, and feelings) • Setting (e.g., time, place)	• Authors create well-developed characters that shape the events of a story or play. • Good readers understand that the actions of characters in a literary text contribute to the sequence of events in a story or play.	• Identify the key ideas and events in a story or play • Sequence the key ideas and events in a story or play • Identify the characters in a story or play (e.g., traits, motivations, feelings) • Describe or graphically represent characters (their thoughts, words and actions) and events in a story or play, drawing on specific details from the text • Describe and explain how characters' actions relate to the sequence of events • Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

GRADE THREE

LITERACY	KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS	*(Factual)*	*(Conceptual)*	*(Procedural, Application, Extended Thinking)*
READING LITERATURE			

		KNOW *(Factual)*	UNDERSTAND *(Conceptual)*	DO *(Procedural, Application, Extended Thinking)*
CRAFT AND STRUCTURE	**3. RL.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	• Literary text • Word choice • Context clues • Literal and non-literal meaning • Figurative language (e.g., simile, metaphor, personification, hyperbole/exaggeration, idiom) • Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue) • Mood	• Authors make purposeful language choices to create meaning in literary text(s). • Good readers actively seek the meaning of unknown words/phrases to clarify understanding of literary text(s).	• Read and reread other sentences and non-linguistic images (e.g., illustrations) in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Determine the appropriate definition of words that have more than one meaning • Differentiate between literal and non-literal meaning • Identify and interpret figurative language and literary devices • Describe how figurative language, literary devices, and other language choices create and clarify meaning • Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language
	3. RL.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.	• Literary text • How to describe • Characteristics of a story • Characteristics of a drama • Characteristics of a poem • Various text structures (e.g., chapter, scene, stanza) • Relationships between parts of text and whole text	• Good readers understand that stories have chapters, poems have stanzas, and dramas have scenes. • Good readers understand that stories, dramas and poems have parts that contribute to the whole text.	• Use the term chapter when referring to parts of a story • Use the term stanza when referring to parts of a poem • Use the term scene when referring to parts of a drama • Describe how each successive part of a story, drama, or poem builds on earlier sections by using terms such as chapter, scene, or stanza • 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
	3. RL.6: Distinguish their own point of view from that of the narrator or those of the characters.	• Literary text(s) • Point of View • Author's view point • View point • Narrator/Speaker • Characters • Author's purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text	• An author's purpose for writing a piece of text affects how he/she constructs the text. • An author's purpose for writing affects the view point, the content and the presentation of ideas. • The view point of the author of a text affects the purpose for writing, the content, and the presentation of ideas. • The reader's view point can differ from that of the narrator/speaker or character who is telling the story.	• Identify the author's purpose for writing a text • Identify the view point of characters in a text • Identify the view point of the narrator in a text. • Identify the reader's personal point of view • Distinguish between a character's or narrator's view point and the reader's view point

GRADE THREE

LITERACY	KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS			
READING LITERATURE	*(Factual)*	*(Conceptual)*	*(Procedural, Application, Extended Thinking)*
INTEGRATION OF KNOWLEDGE & IDEAS **3. RL.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).	• How to explain • Illustrations (e.g., pictures, photos, drawings) • Versions of text (e.g., written, print, digital, visual) • Story details (e.g., character, setting, plot/events, mood)	• Authors choose details and illustrations to include in a literary text in order to convey meaning. • Good readers use the details and illustrations available in a literary text to enhance understanding of the text(s).	• Describe how illustrations contribute to a story • Determine specific aspects of a literary text's illustrations that create mood or emphasize aspects of a character or setting • Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
3. RL.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).	• Compare • Contrast • Theme • Setting • Plot (main events, problem/solution) • Character/character traits • Text-to-self, text-to-text, text-to-world connections	• Author's make purposeful decisions about settings, plots, and themes when writing about the same characters. • Good readers enjoy reading about memorable characters with whom they make connections and develop a relationship.	• Identify and describe the settings of two or more texts • Identify and describe character(s') traits in two or more texts • Retell the plot of two or more texts • Identify the themes in two or more texts • Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters
READING RANGE **3. RL.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.	• Identify/understand key ideas • Identify/understand craft and structure • Identify/understand integration of knowledge	• Comprehend key ideas and details • Comprehend craft and structure • Comprehend integration of knowledge	• 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.

GRADE THREE

LITERACY	KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS	*(Factual)*	*(Conceptual)*	*(Procedural, Application, Extended Thinking)*
SPEAKING & LISTENING			

COMPREHENSION & COLLABORATION

		KNOW	UNDERSTAND	DO
	3. SL.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. • **3. SL.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. • **3.SL.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). • **3. SL.1c.** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • **3. SL.1d.** Explain ideas and understanding in light of the discussion.	• Identify key ideas from reading texts • Identify agreed-upon rules for discussion • Identify ways to listen effectively • Know how to ask a question • Identify key ideas presented during discussion	• Relate information that has been read to discussion topics • Evaluate implementation of discussion rules • Formulate questions and responses based on comments made by others during discussion • Explain the topic using personal ideas, opinions, and reasoning	• Engage in discussions by sharing knowledge • Listen actively to discussions and presentations • Follow agreed-upon rules during discussion • Ask questions to check understanding of discussion or presentation • Connect comments to other's remarks • Express ideas clearly
	3. SL.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.	• Determine the main idea of an oral or media presentation • Determine supporting details of an oral or media presentation		• 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.
	3. SL.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	• Identify where questioning is needed about what a speaker says • Identify appropriate elaboration and detail when answering questions about information from a speaker	• Formulate appropriate questions about information from a speaker • Formulate answers about information from a speaker, offering appropriate elaboration and detail	• Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. • Ask detailed questions about information from a speaker • Answer questions about information from a speaker, offering appropriate elaboration and detail

GRADE THREE

LITERACY	KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS	*(Factual)*	*(Conceptual)*	*(Procedural, Application, Extended Thinking)*
SPEAKING & LISTENING			
3. SL.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.	• Identify a topic, facts, and descriptive details • Identify and recall an experience • Identify clearly pronounced and enunciated words • Identify an understandable pace	• Determine appropriate supportive facts • Determine relevant descriptive details	• 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. • Speak clearly and understandably while reporting on a topic • Speak clearly and understandably while telling • Speak clearly and understandably while recounting an experience a story
3. SL.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.	• Recognize "engaging" audio recordings • Identify fluid reading • Identify facts or details	• Emphasize/enhance facts by adding visual displays • Emphasize/enhance details by adding visual displays	• 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.
3. SL.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	• Recognize complete sentences when spoken • Identify the audience	• Differentiate when situation calls for speaking in complete sentences • Interpret requested detail or clarification • Formulate a response	• Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. • Respond to answer questions or to clarify

GRADE THREE

Literacy	KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS	*(Factual)*	*(Conceptual)*	*(Procedural, Application, Extended Thinking)*
LANGUAGE			
3. L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • **3. L.1a.** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • **3. L.1b.** Form and use regular and irregular plural nouns. • **3. L.1c.** Use abstract nouns (e.g., childhood). • **3. L.1d.** Form and use regular and irregular verbs. • **3. L.1e.** Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses f. Ensure subject-verb and pronoun-antecedent agreement.* • **3. L.1f.** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. • **3. L.1g.** Use coordinating and subordinating conjunctions. • **3. L.1h.** Produce simple, compound, and complex sentences.	• Identify abstract nouns • Recognize verb tenses • Identify agreement of subject-verb tenses • Identify agreement of pronoun-antecedent tenses • Identify comparative and superlative adjectives and adverbs • Recognize coordinating and subordinating conjunctions • Recognize complex sentences	• Demonstrate command of standard English grammar and usage when writing • Explain function of nouns • Explain function of pronouns • Explain function of verbs • Explain function of adjectives • Explain function of adverbs • Choose between comparative and superlative adjectives and adverbs	• Form and use regular and irregular plural nouns • Use abstract nouns • Use regular and irregular verbs • 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 sentences • Produce compound sentences • Produce complex sentences
3. L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • **3. L.2a.** Capitalize appropriate words in titles. • **3. L.2b.** Use commas in addresses. • **3. L.2c.** Use commas and quotation marks in dialogue. • **3. L.2d.** Form and use possessives. • **3. L.2e.** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness) • **3. L.2f.** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. • **3. L.2g.** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		• Apply correct capitalization • Apply correct punctuation • Apply correct spelling	• 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 words and for adding suffixes to base words • 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

CONVENTIONS OF STANDARD ENGLISH

GRADE THREE

LITERACY	KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS	*(Factual)*	*(Conceptual)*	*(Procedural, Application, Extended Thinking)*
LANGUAGE			
3. L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	• Recognize language conventions for writing • Recognize language conventions for speaking • Recognize language conventions for reading • Recognize language conventions for listening • Identify types of words and phrases that create effect	• Apply language knowledge when writing • Apply language knowledge when reading • Apply language knowledge when listening • Apply knowledge of language conventions when writing • Apply knowledge of language conventions when reading • Apply knowledge of language conventions when listening • Determine words and phrases that create effect • Recognize and observe differences between the conventions of spoken and • written standard English	• Use knowledge of language when speaking • Use knowledge of language conventions when speaking • Include words and phrases that create effect
3. L.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. • **3. L.4a**. Use sentence-level context as a clue to the meaning of a word or phrase. • **3. L.4b.** 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). • **3. L.4c**. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). **3.L.4d.** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases	• Recognize that context clues can help determine the meaning of unknown or multiple-meaning words • Identify and define root words • Identify and define affixes • Find words in dictionaries and glossaries	• Determine the meaning of unknown and multiple-meaning words or phrases by examining a sentence to find clues • Determine the meaning of unknown and multiple-meaning words or phrases by determining the meaning of a word when an affix is added (e.g., agreeable/ disagreeable, comfortable/uncomfortable, care/careless, heat/preheat) • Determine the meaning of an unknown word by identifying the common root (e.g., company, companion) • Choose from a range of vocabulary strategies to determine a word's meaning	• 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 print and digital glossaries and dictionaries to determine or clarify meanings of key words and phrases

CONVENTIONS OF STANDARD ENGLISH

GRADE THREE

LITERACY	KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS	*(Factual)*	*(Conceptual)*	*(Procedural, Application, Extended Thinking)*
LANGUAGE			

<table>
<tr><td rowspan="2" style="writing-mode: vertical-rl">CONVENTIONS OF STANDARD ENGLISH</td><td>3. L.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
• 3. L.5a: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
• 3. L.5b: Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
• 3. L.5c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</td><td>• Recognize the difference between literal and non-literal meanings of words and phrases
• Identify real-life connections between words and their use (e.g., describe
• people who are friendly or helpful)</td><td>• Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps)
• Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., new, believed, suspected, heard, wondered)</td><td></td></tr>
<tr><td>3. L.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).</td><td>• Acquire grade appropriate conversational words and phrases
• Acquire grade appropriate general academic words and phrases
• Acquire grade appropriate domain-specific words and phrases
• Acquire grade appropriate words and phrases that signal spatial relationships
• Acquire grade appropriate words and phrases that signal temporal relationships</td><td>• Use grade appropriate conversational words
• Use grade appropriate general academic words
• Use grade appropriate domain-specific words
• Use words that signal spatial relationships
• Use words that signal temporal relationships</td><td>• 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).</td></tr>
</table>

GRADE THREE

LITERACY	KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS	*(Factual)*	*(Conceptual)*	*(Procedural, Application, Extended Thinking)*
WRITING			

| TEXT TYPES & PURPOSES | **3. W.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

3W1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
3W1b. Provide reasons that support the opinion.
3W1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
3W1d. Provide a concluding statement or section. | • Persuasion and argument
• Difference between relevant and irrelevant reasons/facts/ support/examples
• Opinion/position
• Reason(s)
• Evidence (e.g., examples, facts)
• Primary sources
• Secondary sources (e.g., UDLib/Search)
• Effective introduction/hook (e.g., one that takes a clear position)
• Logical order of supporting reasons (e.g., order of importance)
• Linking/transition words and phrases
• Awareness of audience
• Organizational pattern (e.g., beginning, middle, end)
• Format choices (e.g., letters [business and friendly], advertisements)
• Effective conclusion (e.g., one that begins to move beyond summary and moves beyond The End) | • Good persuasive writers address the needs of the audience and build an argument to support a clear opinion/position.
• Good authors use model/examples texts to guide them as they compose their own persuasive pieces. | • Identify an issue in a topic or text
• Agree or disagree with an issue
• Develop an opinion/position
• Use resources including teachers selected primary and secondary sources to locate, sort, and select reasons based on facts, examples, and/or evidence. differentiating between relevant and irrelevant reasons/evidence including an appropriate variety of reasons/evidence addressing the needs of the audience prioritizing the reasons/evidence
• Use/select an appropriate writing format
• Organize writing with a beginning, middle and end
• Write opinion pieces on topics or texts, supporting a point of view with reasons by introducing a topic or text stating an opinion providing reasons that support the opinion ordering reasons by importance providing a conclusion/concluding statement or section
• Using linking/transition words and phrases (e.g., for example, also) to connect opinions and reasons or show simple relationships |

GRADE THREE

LITERACY	KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS	*(Factual)*	*(Conceptual)*	*(Procedural, Application, Extended Thinking)*
WRITING			
3. W.2: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. *3W2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.* *3W2b. Develop the topic with facts, definitions, and details* *3W2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.* *3W2d. Provide a concluding statement or section.* TEXT TYPES & PURPOSES	• Informative/explanatory writing • Topic • Relevant information (e.g., facts, definitions, details, personal experiences quotations, observations, interviews) • Organizational patterns (e.g., definition, classification, comparison/contrast, and cause/effect) • Formatting devices (e.g., headings) • Domain (content)-specific vocabulary • Primary sources • Secondary sources (e.g., UDLib/Search) • Effective introduction/hook (e.g., one that presents the topic) • Awareness of audience • Linking /Transition words, phrases, clauses (e.g., also, another, and, more, but) • Forms (e.g., letters to appropriate individuals/organizations (editor, boards, business), summaries, reports (book, research), essays, articles (newspaper, magazine), messages/memos, notices, biography, autobiography, reviews) • Closure/ending/conclusion/ concluding statement or section (e.g., one that moves beyond The End)	• Good authors of informative/ explanatory writing develop texts that examine a topic and convey ideas and information clearly. • Good authors use informative/explanatory writing to communicate information related to real-world tasks. • Good authors use model/example texts to guide them as they compose informative/expository texts. • Good readers and writers write to make meaning of what they read.	• Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment • Select an appropriate writing form • Analyze and use primary and secondary sources to locate, sort (categorize, classify), and select relevant facts, definitions, quotations or other information and examples differentiating between relevant and irrelevant information addressing the needs of the audience generating new ideas and/or perspectives avoiding plagiarism selecting an organizational pattern appropriate for the topic and purpose • Write informative/ explanatory texts to examine a topic and convey ideas and information clearly by engaging the reader with an introduction/hook that presents the topic introducing the topic grouping related information together addressing the needs of the audience developing topic with facts, definitions and details using linking words and phrases to connect ideas within categories of information using illustrations to aid comprehension when appropriate providing a concluding statement or section

GRADE THREE

LITERACY	KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS WRITING	*(Factual)*	*(Conceptual)*	*(Procedural, Application, Extended Thinking)*

<table>
<tr>
<td rowspan="2" style="writing-mode:vertical">TEXT TYPES & PURPOSES</td>
<td>3. W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
<td rowspan="2">

Narrative writing
Topic
Event(s) (topic and situation-what happened. For example, "my dog" is a topic; "my dog ate my homework" is an event)
Characters
Narrator
Character responses to situations
Dialogue
Elaboration
Awareness of audience
Relevant details/examples (e.g., actions, thoughts, feelings)
Difference between relevant and irrelevant details
Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound)
Reaction/response (e.g., Why was the event important? How did the event make you feel?)
Organizational pattern(s) (e.g., chronological, reflective, flashback)
Temporal/time order words (e.g., first, next, then)
Order of events (e.g., beginning, middle, end)
Closure/ending/conclusion
Forms (e.g., fictional stories, journals, poems, memoirs)

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<td rowspan="2">

Good authors use narrative elements (e.g., sensory images) to tell about events and reflect upon those events.
Good authors use model/example texts to guide them as they compose their own narrative pieces.
Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts.
Good authors use sensory images to describe feelings, events, and/or characters.

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<td rowspan="2">

Select/identify real or imagined experienced experiences or event(s) to tell about
Select/identify specific details to elaborate about an event(s) and characters addressing the needs of the audience selecting an organizational pattern appropriate for the topic and purpose
Select an appropriate writing form
Write narratives to develop real OR imagined experiences or events using; effective technique, descriptive details, and clear event sequences by establishing a situation and introducing a narrator and/or characters; organizing an event sequence that unfolds naturally using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations using temporal words and phrases to signal event order providing a sense of closure

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<tr>
<td>3. W.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
3. W.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
3. W.3c. Use temporal words and phrases to signal event order.
3. W.3d. Provide a sense of closure.</td>
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GRADE THREE

LITERACY	KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS **WRITING**	*(Factual)*	*(Conceptual)*	*(Procedural, Application, Extended Thinking)*

<table>
<tr><td rowspan="3" style="writing-mode:vertical">PRODUCTION & DISTRIBUTION</td><td>

3. W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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- Analyze the reason for writing to decide the task
- Analyze the reason for writing to decide the purpose
- Determine suitable idea development strategies
- Determine suitable organization

</td><td>

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- Write a piece with idea development appropriate to task and purpose
- Write a piece with organization appropriate to task and purpose

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3. W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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- Recognize how to plan
- Recognize how to revise
- Recognize how to edit
- Recognize how to rewrite
- Recognize how to try a new approach

</td><td>

- Develop and strengthen writing by planning
- Develop and strengthen writing by revising
- Develop and strengthen writing by editing
- Develop and strengthen writing by rewriting
- Develop and strengthen writing by trying a new approach

</td><td>

- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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3. W.6: With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

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- Use basic computer skills
- Know how to use technology to produce writing and to interact with others
- Know how to use technology to edit and revise writing

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- Select appropriate technology tools that fit the intended audience and purpose

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- With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- Perform keyboarding skills
- Use technology to develop, revise, edit, and publish writing
- Use technology to communicate and collaborate

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<tr><td rowspan="2" style="writing-mode:vertical">RESEARCH TO BUILD AND PRESNET KNOWLEDGE</td><td>

3. W.7: Conduct short research projects that build knowledge about a topic.

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- Conduct shared research using various sources and tools

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- Examine information gathered during shared research
- Discriminate between relevant and irrelevant information

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- Conduct short research projects that build knowledge about a topic.

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3. W.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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- Recognize print and digital sources
- Gather information from print and digital sources
- Provide brief notes from sources

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- Sort evidence from sources into provided categories

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- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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<tr><td rowspan="1" style="writing-mode:vertical">WRITING RANGE</td><td>

3.W.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

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- Identify the various purposes for writing
- Identify and understand the various organizational structures
- Identify and understand different genres or purposes for writing

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- Determine when to write for short or extended time frames
- Determine the appropriate organizational structure for specific audiences and purposes

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- 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
- Write for various purposes and to various audiences for short or extended time frames
- Write for a range of discipline-specific tasks, purposes, and audiences

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