



*Mississippi College and Career Readiness Standards for  
English Language Arts Scaffolding Document*

***Third Grade***

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.R.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.**

**RL.3.1**

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

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Readers ask questions before, during, and after reading.
- Readers answer questions (who, what, when, where, why, and how) about specific details from the text.
- Authors of literature include characters, a setting, and major events.
- Readers visualize key elements within the text.

**A student should understand  
(Conceptual Understanding)**

- Readers are always questioning the text as they read, including beyond the text (inferential questions).
- Readers listen to their inner conversation as they read.
- Asking and answering questions about the text prompts the reader to examine what information they lack or what parts of the text are confusing.
- Read closely in order to cite information from the text in order to ask and answer questions.

**A student should be able to do  
(Evidence of Knowledge)**

- Provide oral and written explanations that show understanding of a text, using examples from the text to justify response/thinking.
- Reference details and/or examples in a text when explaining the basis for the answers.
- Read a text and answer questions about the text.
- Read a text and ask questions about the text.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

questioning/question, ask, answer, text, summarize, text evidence, explicitly stated

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

**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.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Readers understand characteristics of stories, fables, folktales, and myths.
- Readers determine the central message, moral, or lesson of a story.
- Readers know the difference between a central idea and key details in a story.
- Readers know the characteristics of an effective retelling/recounting of events from a story.

**A student should understand  
(Conceptual Understanding)**

- Authors of literary texts include details to tell a story.
- Authors of literary texts include details to help readers make sense of the central message, lesson, or moral.
- Readers create an effective recounting or retelling of literary text(s) including key ideas and details (e.g., characters, settings, problem/solution).

**A student should be able to do  
(Evidence of Knowledge)**

- Retell stories, including fables, folktales and myths from diverse cultures.
- Provide a statement of the central message, lesson, or moral in a text.
- Provide an explanation of how a central message, lesson, or moral is conveyed through details in a text.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD**

Recount, retell, determine, explain, conveyed, central message, lesson, moral, diverse cultures, key details, stories, fables, folktales, myths

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.**

**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.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Authors include characters, setting, and important events in a story.
- Readers determine key ideas and supporting details from a text.
- Readers use key details to describe characters, settings, and major events.
- Readers describe how characters respond to events and challenges.

**A student should understand  
(Conceptual Understanding)**

- Authors include characters, plot, and setting that help shape the events of a story or play.
- Readers understand the actions of characters in a literary text contribute to the sequence of events in a story or play.
- Readers analyze the traits, motivation, and feelings of the characters to understand and explain how their actions impact the sequence of events.

**A student should be able to do  
(Evidence of Knowledge)**

- Sequence the key ideas and events in a story or play.
- Provide a description of 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.
- Explain how characters' actions contribute to the sequence of events.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

describe, explain, sequence, characters, traits, motivations, feelings, actions, plot, details, contribute

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.R.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.**

**RL.3.4**

**Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Authors use figurative language and literary devices to convey meaning.
- Authors use different types of context clues to convey meaning of unknown words (e.g., definition, example, antonym, synonym).
- Authors choose words thoughtfully and carefully to supply rhythm and/or convey the meaning of a story, poem, or song.

**A student should understand  
(Conceptual Understanding)**

- Authors make purposeful language choices to create meaning in literary text(s).
- Readers seek the meaning of unknown words/phrases to clarify understanding of literary text(s).

**A student should be able to do  
(Evidence of Knowledge)**

- Use context clues to help unlock the meaning of unknown words/phrases
- Determine the appropriate definition of words with more than one meaning.
- Differentiate between literal and nonliteral language.
- Interpret figurative language and literary devices.
- Determine the meaning of words and phrases used within literary text(s).
- Use the meanings of words and phrases to determine the meaning of the text.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

literal/nonliteral language, context clues, determine, distinguish, interpret, clarify, figurative language, literary devices, word choice

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.R.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.**

**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.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Authors use different characteristics when writing stories, dramas, and poems.
- Authors organize texts using different types of structures.
- Authors include a beginning, middle, and end when writing stories.
- Authors write different types of text for different purposes.

**A student should understand  
(Conceptual Understanding)**

- Readers understand that stories include chapters, poems include stanzas, and dramas include scenes.
- Readers understand stories, dramas, and poems have parts that contribute to the whole text.

**A student should be able to do  
(Evidence of Knowledge)**

- Provide references to parts of stories using terms such as chapters when writing about a text.
- Provide references to parts of dramas using terms such as scenes when writing about a text.
- Provide references to parts of poems when writing about a text, using terms such as stanza.
- Provide a description of how each successive part of a text builds on earlier sections.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

story, drama, poem, chapter, stanza, scene, text structure, sections, relate, successive, refer

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.R.6: Assess how point of view or purpose shapes the content and style of a text.**

**RL.3.6**

**Distinguish their own point of view from that of the narrator or those of the characters.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Authors write from different points of view.
- Authors often include characters with different points of view.
- Authors write for a variety of purposes (e.g., to inform, to persuade, to entertain, to describe, to explain).
- Authors often have various characters telling the story at various points throughout the text.

**A student should understand  
(Conceptual Understanding)**

- The author’s purpose for writing affects how he or she organizes the text.
- The author’s purpose for writing affects point of view, content, and presentation of ideas.
- The author’s point of view affects the purpose for writing, the content, and the presentation of ideas.
- The reader’s point of view may differ from that of the narrator, speaker, or character who is telling the story.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify the author’s purpose for writing a literary text.
- Determine the character’s, as well as the narrator’s, point of view in a literary text.
- Identify the reader’s personal point of view.
- Distinguish the reader’s point of view from that of the narrator or characters’ points of view.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

point of view, author’s purpose, narrator, character, distinguish

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

**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).**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Readers demonstrate understanding of literary text through writing or speaking.
- Readers know authors use different versions of texts (e.g., written, print, digital, visual).
- Authors include story details (e.g., character, setting, plot) when writing literary texts.

**A student should understand  
(Conceptual Understanding)**

- Authors purposefully choose details and illustrations in order to convey meaning.
- Readers use details and illustrations to enhance understanding of the text(s).
- Authors use details and illustrations to create the mood of the text and emphasize aspects of a character and the setting.

**A student should be able to do  
(Evidence of Knowledge)**

- Describe how illustrations contribute to a story.
- Determine specific aspects of a 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.

### College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>• Readers use information they learned from the illustrations in print and digital text to demonstrate understanding of the setting from the text.</li> <li>• Readers use information gained from illustrations in print and digital text to demonstrate understanding of the characters from the text.</li> <li>• Readers use information gained from illustrations in print and digital text to demonstrate understanding of the plots from the text.</li> </ul>		
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b>          illustrations, details, aspects, mood, character, setting, text versions (written, print, digital, visual), explain, specific, contribute, conveyed</p>			

College- and Career-Readiness Standards for English Language Arts

<b>Third Grade</b>			
<b>CCR.R.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.</b>			
<b><u>RL.3.8</u></b>  (not applicable to literature)	<b>Desired Student Performance</b>		
	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b>			

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.R.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.**

**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).**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Readers compare and contrast elements of the text to enhance understanding.
- Authors write stories, which include a theme, characters, setting, and plot of events.
- Authors describe a character’s traits throughout the story to enhance meaning.
- Readers make connections with the text (e.g., text-to-self, text-to-text, text-to-world connections).

**A student should understand  
(Conceptual Understanding)**

- Authors make purposeful decisions about settings, plots, and themes when writing about the same characters.
- Readers make meaning of the text when reading about memorable characters, events, and/or themes with which they make connections.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify and describe the settings of two or more texts.
- Identify and describe the characters’ traits in two or more texts.
- Retell the plot of two or more texts, and identify the themes in both.
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

compare, contrast, theme, plot, character, text connections, book series, author’s study, setting

College- and Career-Readiness Standards for English Language Arts

<b>Third Grade</b>			
<b>CCR.R.10: Read and comprehend complex literary and informational texts independently and proficiently.</b>			
<b><u>RL.3.10</u></b>  <b>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.</b>	<b>Desired Student Performance</b>		
	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
	<ul style="list-style-type: none"> <li>• Authors write a variety of literary texts (e.g., stories, dramas, poetry).</li> <li>• Readers read text from a variety of text genres.</li> <li>• Readers choose “just right” texts for independent reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Through independent, small, and whole-group opportunities, readers focus on comprehending within and beyond the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Readers activate relevant background knowledge to gain deeper understanding independently and in small - and large-group settings.</li> <li>• Readers create visual images to gain deeper understanding independently and in small- and large-group settings.</li> <li>• Readers draw inferences to gain deeper understanding independently and in small- and large-group settings.</li> <li>• Readers ask questions to gain deeper understanding independently and in small and large group settings.</li> <li>• Readers synthesize information to gain deeper understanding independently and in small- and large-group settings.</li> </ul>

### College- and Career-Readiness Standards for English Language Arts

			<ul style="list-style-type: none"> <li>• Readers determine important ideas to gain deeper understanding independently and in small and large group settings.</li> </ul>
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b>          complex text, literary, informational, independently, proficiently, variety of genres, within/beyond text comprehension, activate background knowledge, visualize, infer, ask questions, determine important ideas, synthesize</p>			

## College- and Career-Readiness Standards for English Language Arts

### Third Grade

**CCR.R.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.**

#### **RI.3.1**

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

#### **Desired Student Performance**

##### **A student should know (Prerequisite Knowledge)**

- Readers ask questions before, during, and after reading.
- Readers make, test, and revise predictions before, during, and after reading.
- Readers use background knowledge to enhance understanding of informational text.
- Readers answer questions (who, what, when, where, why, and how) about specific details from the text.

##### **A student should understand (Conceptual Understanding)**

- Readers are always questioning the text as they read, including beyond the text (inferential questions).
- Readers listen to their inner conversation as they read.
- Asking and answering questions about the text prompts the reader to examine what information they lack or what parts of the text are confusing.
- Readers take notes based on reading with a question in mind.
- Readers synthesize information read within the text.

##### **A student should be able to do (Evidence of Knowledge)**

- Provide oral and written explanations that show understanding of a text, referring explicitly to the text, using examples from the text to justify response/thinking
- Reference details and/or examples in a text when explaining the basis for the answers.
- Read a text and provide evidence-based answers to questions about the text.

#### **KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD**

Questioning, ask, answer, text, summarize, text evidence, explicitly stated

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

**RI.3.2**

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

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Informational text types include literary nonfiction and expository/technical texts.
- Readers know the difference between a main idea and key details.
- Readers use informational text features and or text structures to help determine the main idea.
- Readers know how to participate in discussions when explaining their understanding of the texts.

**A student should understand  
(Conceptual Understanding)**

- Authors of informational text(s) include key details to enhance the reader’s understanding.
- Readers use key details in an informational text to identify the main topic.
- Informational texts have a structure as well as details, which may help a reader determine the main ideas.

**A student should be able to do  
(Evidence of Knowledge)**

- Determine the main idea of an informational text.
- Recognize how ideas are organized in an informational text.
- Explain orally or in writing how the main idea is supported by key details.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**  
main idea, key details, text structure, recount, explain, support

College- and Career-Readiness Standards for English Language Arts

<b>Third Grade</b>			
<b>CCR.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</b>			
<p><b><u>RI.3.3</u></b></p> <p><b>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.</b></p>	<b>Desired Student Performance</b>		
	<p style="text-align: center;"><b>A student should know (Prerequisite Knowledge)</b></p> <ul style="list-style-type: none"> <li>Informational text types include literary nonfiction and expository/technical texts.</li> <li>Authors of informational texts may include key ideas/concepts, events, or steps in a process.</li> <li>Authors use various text structures when writing informational texts (e.g., time, sequence, cause/effect, steps in a process).</li> <li>Readers of informational texts recognize connections and relationship among key ideas, people, events, or steps.</li> <li>Authors use transition words (e.g., first, because, then, on the other hand) to show relationships.</li> </ul>	<p style="text-align: center;"><b>A student should understand (Conceptual Understanding)</b></p> <ul style="list-style-type: none"> <li>Authors include specific information to explain events, procedures, ideas and concepts in scientific, technical and historical texts and why they occur.</li> <li>Readers understand the relationships between and among events, ideas/concepts or steps/procedures and use the information to synthesize what is read.</li> </ul>	<p style="text-align: center;"><b>A student should be able to do (Evidence of Knowledge)</b></p> <ul style="list-style-type: none"> <li>Identify the events, key ideas/concepts, or steps in informational texts.</li> <li>Identify and describe how informational and technical texts are structured.</li> <li>Identify signal words used to determine text structure.</li> <li>Explain how ideas, events, and steps are connected.</li> <li>Use language that relates to text structures to describe relationships among ideas, events, or steps/procedures.</li> </ul>
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> describe, relationships, series, historical events, scientific ideas, scientific concepts, technical procedure, steps, text structure, sequence, cause/effect, description, compare/contrast, problem/solution, signal words</p>			

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.R.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.**

**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.**

**Desired Student Performance**

**A student should know (Prerequisite Knowledge)**

- Authors use figurative language to convey meaning.
- Authors use different types of context clues to convey meaning of unknown words (e.g., definition, example, antonym, synonym).
- Readers employ strategies for identifying and using context clues.
- Readers distinguish the literal and nonliteral meanings of words and phrases to make meaning.

**A student should understand (Conceptual Understanding)**

- Authors make purposeful language choices to create meaning in informational text(s).
- Readers actively seek the meaning of unknown words/phrases to clarify understanding.
- Readers use textual clues to develop an understanding of the meaning of unknown words/phrases.

**A student should be able to do (Evidence of Knowledge)**

- Use context clues to help unlock the meaning of unknown words/phrases.
- Determine the definition of words with multiple meanings.
- Describe how word choice creates and clarifies meaning.
- Differentiate between literal and nonliteral language.
- Identify and interpret figurative language.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

general academic words vs. domain-specific words/phrases (Tier II and Tier III words), context clues, figurative language, literal and nonliteral language

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.R.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.**

**RI.3.5**

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

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Readers use text features (e.g., captions, bold print, headings, subheadings, glossaries, indexes) to enhance meaning of informational text.
- Readers use search tools (e.g., electronic menus, icons, key words, sidebars, hyperlinks) to enhance meaning of informational text.

**A student should understand  
(Conceptual Understanding)**

- Authors create informational texts using different text features to help readers locate important information.
- Readers use text features to synthesize information from the text.
- Readers use search tools to locate important information.

**A student should be able to do  
(Evidence of Knowledge)**

- Use text features to locate relevant information on a given topic.
- Use key words to locate information relevant to a given topic.
- Use sidebars to locate information relevant to a given topic.
- Use hyperlinks to locate information relevant to a given topic.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

text features, search tools, key words, sidebars, hyperlinks, relevant information, topic, locate, efficiently

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.R.6: Assess how point of view or purpose shapes the content and style of a text.**

**RI.3.6**

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

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Authors write from different points of view.
- Authors write for a variety of purposes (e.g., to inform, to persuade, to entertain, to describe, to explain, to answer a question).

**A student should understand  
(Conceptual Understanding)**

- The author’s point of view may be different from that of the reader.
- Readers recognize their point of view may differ from the author’s point of view.
- The author’s point of view is how they view or interpret the information that they are writing about.
- Readers decipher an author’s point of view, opinions, hypotheses, assumptions, and possible bias.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify the author’s purpose for writing a text.
- Identify the reader’s point of view about the topic of the text.
- Identify the author’s point of view in a text.
- Distinguish between an author’s viewpoint and the reader’s viewpoint based on an informational text topic.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

distinguish, point of view, author’s viewpoint, reader’s viewpoint, author’s purpose

College- and Career-Readiness Standards for English Language Arts

<b>Third Grade</b>			
<b>CCR.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>			
<p><b><u>RI.3.7</u></b></p> <p><b>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).</b></p>	<b>Desired Student Performance</b>		
	<p><b>A student should know (Prerequisite Knowledge)</b></p> <ul style="list-style-type: none"> <li>• Authors include key details including where, when, why, and how events take place.</li> <li>• Authors use photographs, diagrams, timelines, charts, graphs, and maps to provide more information for the reader.</li> <li>• Authors use photographs, diagrams, timelines, charts, graphs, and maps to describe and clarify key ideas from the text.</li> </ul>	<p><b>A student should understand (Conceptual Understanding)</b></p> <ul style="list-style-type: none"> <li>• Authors choose details and illustrations purposefully in an informational text to convey meaning.</li> <li>• Readers use details and illustrations in informational text to make meaning.</li> </ul>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p> <ul style="list-style-type: none"> <li>• Identify information presented through various types of illustrations (e.g., photographs, diagrams, charts, graphs, maps).</li> <li>• Integrate information from illustrations with words from the text to make meaning.</li> <li>• Explain how information conveyed through illustrations contributes to an understanding of the text.</li> </ul>
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> illustrations, maps, photographs, charts, diagrams, graphs, timelines</p>			

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.R.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.**

**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).**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Authors use various types of text structure when writing informational text (e.g., compare/contrast, cause/effect, sequence).
- Readers use signal words (e.g., similar, same, unlike, although, on the other hand, as a result, if/then, first, second, next, last) to determine the structure of a text.
- Authors write informational text in a format that flows with purpose (e.g., topic sentence, temporal words/phrases, supporting details, closing sentence).

**A student should understand  
(Conceptual Understanding)**

- Authors make logical connections between ideas and details in order to convey meaning.
- Readers use the author’s connections between main ideas and supporting details to synthesize information from the text.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify main ideas or key points in an informational text.
- Give oral or written examples that support the author’s key ideas.
- Describe how the author’s reasons support points made in a text.
- Identify connections between sentences and paragraphs in a text.
- Describe logical connections between sentences and paragraphs in a text.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

logical connection, text structure, compare/contrast, cause/effect, sequence, signal words, author’s reasons, supporting details, main idea

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.R.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.**

**RI.3.9**

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

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Readers compare and contrast elements of the text to enhance understanding.
- Authors include main ideas and important points in informational text.
- Authors include supporting details to reinforce their main ideas.

**A student should understand  
(Conceptual Understanding)**

- Authors of informational texts provide information and key details on topics in different ways.
- Readers make meaning by identifying, comparing, and contrasting important points and key details presented in two texts.
- Readers compare and contrast elements of multiple texts on the same topic to compare the author's approaches.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify important points presented in informational texts.
- Identify supporting details presented in informational texts.
- Compare/contrast orally or through writing the most important points presented by two texts on the same topic.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

compare, contrast, important points, main ideas, key details

## College- and Career-Readiness Standards for English Language Arts

### Third Grade

#### CCR.R.10: Read and comprehend complex literary and informational texts independently and proficiently.

##### 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.

##### Desired Student Performance

##### A student should know (Prerequisite Knowledge)

- Authors write a variety of informational texts, including history/social studies, science, and technical texts.
- Readers read text from a variety of text genres.
- Readers choose “just right” text for independent reading.

##### A student should understand (Conceptual Understanding)

- Through independent, small-, and whole-group opportunities, readers focus on comprehending within and beyond the text.

##### A student should be able to do (Evidence of Knowledge)

- Readers activate relevant background knowledge to gain deeper understanding independently and in small- and large-group settings.
- Readers create visual images to gain deeper understanding independently and in small- and large-group settings.
- Readers draw inferences to gain deeper understanding independently and in small- and large-group settings.
- Readers ask questions to gain deeper understanding independently and in small- and large-group settings.
- Readers determine important ideas to gain deeper understanding independently and in small- and large-group settings.

## College- and Career-Readiness Standards for English Language Arts

			<ul style="list-style-type: none"><li>• Readers synthesize information to gain deeper understanding independently and in small- and large-group settings.</li></ul>
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> complex text, literary, informational, independently, proficiently, variety of genres, within/beyond text comprehension, activate background knowledge, visualize, infer, ask questions, determine important ideas, synthesize, history/social studies texts, science texts, technical texts</p>			

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.RF.1: Demonstrate understanding of the organization and basic features of print.**

**RF.3.1**

**Not Applicable in grade 3.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

**A student should understand  
(Conceptual Understanding)**

**A student should be able to do  
(Evidence of Knowledge)**

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

College- and Career-Readiness Standards for English Language Arts

<b>Third Grade</b>			
<b>CCR.RF.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>			
<b><u>RF.3.2</u></b>	<b>Desired Student Performance</b>		
<b>Not Applicable in grade 3.</b>	<b>A student should know (Prerequisite Knowledge)</b>	<b>A student should understand (Conceptual Understanding)</b>	<b>A student should be able to do (Evidence of Knowledge)</b>
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b>			

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.**

**RF.3.3**

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

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Readers know how to recognize common letter patterns in words.
- Readers know how to recognize common affixes.
- Readers know how to recognize common root/base words.
- Readers know how to recognize common syllable patterns in words.
- Readers know how to recognize common syllable types in words.

**A student should understand  
(Conceptual Understanding)**

- A reader’s ability to break a word into meaningful parts impacts their ability to read.
- Readers use knowledge of phonics and morphology to become proficient readers.
- A reader’s ability to apply phonics and word analysis skills provides anchors to help learn about words’ meanings, spellings, and sounds.
- Phonics is the understanding that there is a predictable relationship between the sounds of spoken language and the letters and spellings that represent those sounds.

**A student should be able to do  
(Evidence of Knowledge)**

- Use common spelling patterns to help read words.
- Use common syllable patterns to read syllables in words.
- Pronounce a syllable using its syllable type.
- Break a word into its affixes and root/base word to pronounce it.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

know, apply, phonics, word analysis, decoding, affix, prefix, suffix, multi-syllable, irregularly spelled words

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.**

**RF.3.3a**

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

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- A prefix is a type of affix, or group of letters, placed before the root/base word.
- A suffix is a type of affix, or group letters, placed after the root/base word.

**A student should understand  
(Conceptual Understanding)**

- Readers use knowledge of word parts to understand the meaning of unfamiliar words.
- Authors can change the meaning, pronunciation, or the spelling of a word by adding an affix.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify common prefixes and derivational suffixes.
- Determine the meaning of common prefixes and derivational suffixes.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

identify, know, affix, prefix, suffix, derivational

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.**

**RF.3.3b**

**Decode words with common Latin suffixes.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Readers know how to recognize common affixes.
- Readers know how to recognize common root/base words.
- Latin suffixes can be pronounced as a unit.
- Latin suffixes can be one or more syllables.
- A suffix is a type of affix, or group letters, placed after the root/base word.

**A student should understand  
(Conceptual Understanding)**

- Readers recognize units of pronunciation to impact the ability to decode unfamiliar words.
- Readers break multisyllabic words into smaller units of pronunciation to support decoding.
- Readers use Latin suffixes and other common word parts to determine a word's meaning.

**A student should be able to do  
(Evidence of Knowledge)**

- Decode a word by breaking it apart between its root and Latin suffix.
- Blend through each syllable of a word.
- Blend syllables together to decode a word.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

decode, Latin suffix, affix, unit, root word, syllable, multisyllabic

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.**

**RF.3.3c**

**Decode multisyllabic words.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Multisyllabic words are words with more than one syllable.
- Multisyllabic words often contain the schwa sound.
- The schwa sound can be spelled with any vowel pattern.
- There are six types of syllables (e.g., closed, open, vowel-consonant-e, vowel team, r-controlled, consonant-le) found in words.
- Readers use four different syllable division patterns (e.g., VC/CV, V/CV, VC/V, V/V) to decode words.
- Every syllable has at least one vowel sound with or without the surrounding consonant sounds.

**A student should understand  
(Conceptual Understanding)**

- Readers use their knowledge of phonics and morphology to successfully decode multisyllabic words.

**A student should be able to do  
(Evidence of Knowledge)**

- Divide words into syllables.
- Determine the affix and root of a word.
- Pronounce a syllable using its syllable pattern.
- Blend syllables together.
- Use context to adjust/confirm pronunciation.
- Orally read multisyllabic words.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

decode, multisyllabic, syllable types, syllable patterns, schwa, root word, affix, morphology

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.**

**RF.3.3d**

**Read grade-appropriate irregularly spelled words.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Some words have uncommon spelling patterns.
- Some spelling patterns are not pronounced the way they appear.

**A student should understand  
(Conceptual Understanding)**

- Readers apply their knowledge of irregular high-frequency words to successfully read and comprehend text.

**A student should be able to do  
(Evidence of Knowledge)**

- Recognize words with unusual spelling patterns.
- Orally read words with unusual spelling patterns when they see them in print.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

irregularly, uncommon, unusual, spelling patterns, high-frequency words

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.RF.4: Read with sufficient accuracy and fluency to support comprehension.**

**RF.3.4**

**Read with sufficient accuracy and fluency to support comprehension.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Fluency is the ability to read smoothly and accurately.
- Fluent readers read with expression.
- Fluency is important because it provides a bridge between word recognition and reading comprehension.

**A student should understand  
(Conceptual Understanding)**

- Readers who read fluently are able to attend to comprehension.
- The more readers read, the better their fluency will become.

**A student should be able to do  
(Evidence of Knowledge)**

- Read accurately to support understanding of literary and informational text.
- Read fluently to support understanding of literary and informational text.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

accuracy, fluency, fluent, expression, intonation, tone, comprehension, word recognition

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.RF.4: Read with sufficient accuracy and fluency to support comprehension.**

**RF.3.4a**

**Read grade-level text with purpose and understanding.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Readers read for different purposes.
- Authors write for different purposes.

**A student should understand  
(Conceptual Understanding)**

- Reading grade-level text is a foundational step in reading increasingly complex text.

**A student should be able to do  
(Evidence of Knowledge)**

- Determine the purpose for reading a literary or informational text.
- Read third grade text orally or silently with understanding.
- Explain orally or in writing what was read.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

grade-level text, setting a purpose for reading, author's purpose, comprehension, understanding, meaning

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.RF.4: Read with sufficient accuracy and fluency to support comprehension.**

**RF.3.4b**

**Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Prose writing consists of ideas contained in sentences that are arranged in paragraphs
- Most everyday writing is in prose form.
- Poetry consists of lines that may or may not be sentences and are arranged in stanzas.
- Poetry tends to include more expressive language with literary and sound devices.
- Fluency includes reading with few errors and at an appropriate rate.
- Fluent readers read with automaticity and expression.

**A student should understand  
(Conceptual Understanding)**

- Reading fluently allows the reader to attend to comprehension.
- Fluent readers read poetry differently than prose.

**A student should be able to do  
(Evidence of Knowledge)**

- Determine whether a text is prose or poetry.
- Adjust the rate of reading to match the purpose.
- Determine appropriate phrasing when reading poetry.
- Orally read prose and poetry with automaticity (accuracy and rate).
- Orally read prose and poetry with expression.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

prose, poetry, accuracy, appropriate rate, automaticity, expression, fluency, phrasing

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.RF.4: Read with sufficient accuracy and fluency to support comprehension.**

**RF.3.4c**

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

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Readers use strategies to decode unknown words.

**A student should understand  
(Conceptual Understanding)**

- Readers monitor and self-correct when comprehension is interrupted.
- Readers reread words, sentences, and parts of the text to improve understanding.

**A student should be able to do  
(Evidence of Knowledge)**

- Use context to confirm the pronunciation of a word.
- Use context to change the pronunciation of a word.
- Use context to confirm that what is read makes sense.
- Reread if something does not make sense.
- Make corrections while reading silently or orally.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

context, confirm, self-correct, reread, decoding strategies, pronunciation, word recognition, monitor

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**W.CCR.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

**W.3.1a**

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

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Opinion pieces are written to share a viewpoint about a text or topic.
- An introduction starts the opinion piece with a clear viewpoint about a topic or text.
- Opinions about topics or texts read are supported with reasons from the text.

**A student should understand  
(Conceptual Understanding)**

- Opinion writings are written to express a point about a topic or text.
- The introduction states the point the author is trying to make or prove about a text or topic.
- The author’s opinion is supported with reasons from the text.
- Reasons are organized in a logical way to create coherence.

**A student should be able to do  
(Evidence of Knowledge)**

- Write an opinion piece.
- Read a mentor text or research a topic.
- Form an opinion based upon a text or topic.
- Utilize a planning map or graphic organizer to create an organized structure for categorizing reasons.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

opinion pieces, topics, texts, supporting, point of view, reasons, introduce, writing, state an opinion, create organizational structure, lists reasons, view point, coherent, clear, purposes, prove, analyze

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**W.CCR.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

**W.3.1b**

**Provide reasons that support the opinion.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- A writer uses evidence from text to support opinions about a text or topic.

**A student should understand  
(Conceptual Understanding)**

- A writer develops the opinion about a text by providing reasons from the text read.
- Facts and details from the text are used to support the opinion.

**A student should be able to do  
(Evidence of Knowledge)**

- Choose facts and details from the text to support the writer's opinion.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

definitions, details, facts, mentor text, opinion, provide reasons, support, topic

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**W.CCR.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

**W.3.1c**

**Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Linking words (e.g., because, and, also) can be identified through recognition.
- Linking words are used to connect the opinion and reasons.

**A student should understand  
(Conceptual Understanding)**

- Linking words and phrases connect the opinion and reasons within the paper for a natural flow for organization.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify the places in the writing where transitions need to take place.
- Identify the appropriate linking words and phrases to use in the writing.
- Use linking words to connect and forward the opinion.
- Use linking phrases to connect and forward the opinion.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD**

Opinion piece, linking words, linking phrases, connect, opinion, reasons, because, therefore, since, for example, signal, direction, natural flow, organization, identifies, transitions, appropriate, writing

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**W.CCR.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

<p><b><u>W.3.1d</u></b></p> <p><b>Provide a concluding statement or section.</b></p>	<p><b>Desired Student Performance</b></p>		
	<p><b>A student should know (Prerequisite Knowledge)</b></p> <ul style="list-style-type: none"> <li>• A writing piece must be organized.</li> <li>• A concluding statement or section brings a piece of writing to a close.</li> <li>• Closings for an opinion piece can vary (e.g., summarize information, quote, encourage action, restate the opinion).</li> </ul>	<p><b>A student should understand (Conceptual Understanding)</b></p> <ul style="list-style-type: none"> <li>• A conclusion provides an ending to a piece written.</li> <li>• A conclusion leaves the reader with something to think about.</li> <li>• Conclusions act as a way for readers to clearly understand the opinion stated.</li> </ul>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p> <ul style="list-style-type: none"> <li>• Identify thought(s) to leave the reader with before writing the conclusion.</li> <li>• Write a concluding statement or section for a piece of writing that summarizes the claim and supporting details.</li> </ul>

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**  
opinion piece, provide, concluding statement, concluding section, close, organization, recognize, ending, thoughts

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**W.CCR.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

**W.3.2a**

**Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Informative and explanatory pieces are written to express information about a text or topic.
- Informative/explanatory writing includes academic genres (e.g., literary analyses, scientific and historical reports, summaries, etc.).
- Informative/explanatory writing includes functional writing (e.g., instructions, manuals, memos, reports, applications, and resumes).
- An introduction grabs the reader’s attention and introduces the topic of the text.

**A student should understand  
(Conceptual Understanding)**

- An introduction grabs the reader’s attention and introduces the topic of the text.
- Information is grouped together in categories to ensure ideas relate directly to the topic.
- Illustrations are used to help explain and clarify concepts (e.g., pictures, photos, charts, or diagrams with labels).

**A student should be able to do  
(Evidence of Knowledge)**

- Analyze mentor texts.
- Identify a meaningful topic.
- Identify the appropriate genre for the writing piece.
- Craft an introduction that grabs the reader’s attention and introduces the topic of the text being written.
- Group related information in categories.
- Use illustrations to explain and clarify points to aid comprehension.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

informative text, explanatory text, research, comprehension, introduction, topic, audience, form of writing, purpose, compare, contrast, descriptive, problem/solution, cause/effect, chronology, organizational structure, illustrations, mentor texts, teacher model, social studies, science, writing

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**W.CCR.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

<p><b>W.3.2b</b></p> <p>Develop the topic with facts, definitions, and details.</p>	<b>Desired Student Performance</b>		
	<p><b>A student should know (Prerequisite Knowledge)</b></p> <ul style="list-style-type: none"> <li>How to identify facts, definitions, and details that are extracted from texts that support the central idea.</li> </ul>	<p><b>A student should understand (Conceptual Understanding)</b></p> <ul style="list-style-type: none"> <li>Facts, definitions, and details from the text are supplied in order to develop a topic.</li> <li>Facts, definitions, and details are extracted from a text in order to develop points.</li> </ul>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p> <ul style="list-style-type: none"> <li>Analyze mentor texts.</li> <li>Identify a meaningful topic.</li> <li>Identify the appropriate genre for the writing piece.</li> <li>Craft an introduction that grabs the reader’s attention and introduces the topic of the text being written.</li> <li>Group related information in categories.</li> <li>Use illustrations to explain and clarify points to aid comprehension.</li> <li>Include facts, definitions, and details from a text in order to develop the topic.</li> </ul>

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**  
 informative text, explanatory text, develop, topic, facts, definition, details, research, close read, paraphrase, convey ideas clearly, convey information clearly, point of view, sources, notes, reference sources, include, primary sources, secondary sources, organizational structure grouping related information, writing

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**W.CCR.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

**W.3.2c**

Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- How to use facts and definitions to develop points.

**A student should understand  
(Conceptual Understanding)**

- Linking words and phrases connect ideas within categories of information (e.g., *also, another, and, more, but, in addition to, for example*).
- Linking words and phrases help the writer communicate ideas clearly to the reader.

**A student should be able to do  
(Evidence of Knowledge)**

- Use linking words (e.g., *also, another, and, more, but*) to connect and progress from one idea to the next within categories of information.
- Use linking phrases (e.g., *in addition to, for example*) to connect and progress from one idea to the next within categories of information.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

informative text, explanatory text, linking words, linking phrases, connect ideas, categories of information, progress, signal, direction, writing

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**W.CCR.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

<p><b><u>W.3.2d</u></b></p> <p><b>Provide a concluding statement or section.</b></p>	<p><b>Desired Student Performance</b></p>		
<p><b>A student should know (Prerequisite Knowledge)</b></p> <ul style="list-style-type: none"> <li>• A writing piece must be organized to develop the purpose for writing.</li> <li>• A concluding statement or section brings a piece of writing to a close.</li> <li>• Closings for an informative/explanatory piece can vary (e.g., summary, reaction or feeling, image description, quotation).</li> </ul>	<p><b>A student should understand (Conceptual Understanding)</b></p> <ul style="list-style-type: none"> <li>• Conclusions act as a way for readers to clearly understand the topic stated.</li> </ul>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p> <ul style="list-style-type: none"> <li>• Analyze concluding statements in mentor texts.</li> <li>• Write a concluding statement or section that leaves the reader something to think about regarding the topic.</li> </ul>	

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**  
informative text, explanatory text, provide, concluding statement, concluding section, close, demonstrates, writing

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**W.CCR.3: Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.**

**W.3.3a**

**Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Narratives can be written to inform, instruct, persuade, or entertain.
- Narratives are written to recount a well-elaborated or short sequence of events in fictional stories.
- Narratives can be written to give an account of a historical figure.
- Narratives can be written to construct event models or give a step-by-step account of a procedure.
- Narratives have a clear progression of events (e.g., beginning, middle, and end).

**A student should understand  
(Conceptual Understanding)**

- Narratives can be written to inform, instruct, persuade, or entertain.
- Narratives can be written to express real or imagined experiences or events.
- Writers utilize a variety of techniques (e.g., direct statement, draw-in question, snapshot, observation from the senses) for developing real or imagined experiences.
- Writers utilize a variety of planning strategies (e.g., sketch the sequence, narrative map, sticky notes with events) for creating a coherent event sequence.
- A narrator and/or character(s) can be introduced in a variety of ways (e.g., in the beginning, as the story progresses).

**A student should be able to do  
(Evidence of Knowledge)**

- Analyze narrative mentor texts.
- Choose a purpose for writing.
- Choose a form of writing.
- Implement a planning strategy for creating an event sequence (e.g., sketch the sequence, narrative map, sticky notes with events).
- Choose a technique for establishing the real or imaginary situation or focal point of the story to engage the reader (e.g., direct statement, draw-in question, snapshot, observation from the senses).
- Introduce a real or imaginary narrator and/or character(s) in the narrative.

## College- and Career-Readiness Standards for English Language Arts

### **KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

narrative, develop, real experiences, imaginary experiences, forms, introduction, establishes a situation, plot, event sequence, narrator, character(s), point of view, audience, style, form, structure, appropriate, compare/contrast, descriptive, problem/solution, cause/effect, chronology, organize, unfolds naturally, smooth progression, events, time, setting, location, mood, tone, analyze, mentor text, teacher model, author's craft, prompt, beginning, middle, end, writing

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**W.CCR.3: Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.**

**W.3.3b**

**Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Narratives include details to describe actions, thoughts, and feelings.
- Character traits are descriptive words that depict a character in a story.
- A character’s actions are brought about not only through vivid verbs but also by the experiences created by the writer for the character.
- A character’s thoughts, internal monologue, can be written into the story.
- With vivid details, show the reader how the character feels with emotions.

**A student should understand  
(Conceptual Understanding)**

- Dialogue and description of actions, thoughts, and feelings are used to develop a character.
- A character’s internal narrative (thoughts), when balanced with dialogue, actions, and feelings, can provide an inside look at what motivates the character.
- Showing the character’s response to situations further develops the plot.
- More time given in writing to developing the character will develop the experiences and events in the story.

**A student should be able to do  
(Evidence of Knowledge)**

- Use dialogue in the narrative to develop experiences and events.
  - Use descriptions of actions in the narrative to develop experiences and events.
  - Use descriptions of thoughts in the narrative to develop experiences and events.
  - Use descriptions of feelings in the narrative to develop experiences and events.
  - Show response of characters to situations.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

narrative, dialogue, conversation, characters, quotation marks, character traits, descriptive, vivid verbs, writer, created, thoughts, internal monologue, vivid details, feels, emotions, reactions, situations, develop, descriptions, actions, feelings, show, response, motivates, plot, writing

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**W.CCR.3: Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.**

**W.3.3c**

**Use temporal words and phrases to signal event order.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Appropriate places in a narrative text where temporal words and phrases are necessary in order to signal changes in events.
- Effective temporal words signal event order in a writing (e.g., first, next, last, finally, then, after, afterwards, following).
- Temporal phrases effectively to signal event order in a writing (e.g., a long time ago, one day, in the morning, after several minutes).

**A student should understand  
(Conceptual Understanding)**

- Temporal words and phrases help to guide the reader through the story to signal an order of events in the writing.

**A student should be able to do  
(Evidence of Knowledge)**

- Uses temporal words in the writing to signal event order.
- Uses temporal phrases in the writing to signal event order.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

narrative, temporal words, temporal phrases, signal, event order, effectively, naturally, writing, identify, moves, guide

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**W.CCR.3: Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.**

**W.3.3d**

**Provide sense of closure.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- A narrative piece must be organized.
- Providing a sense of closure brings everything together for the reader.
- Closings for a narrative piece can vary (e.g., visual or sensory image, statement of personal development, audience connection, surprise).

**A student should understand  
(Conceptual Understanding)**

- A narrative piece must be organized.
- Providing a sense of closure brings everything together for the reader.
- Closings for a narrative piece can vary (e.g., visual or sensory image, statement of personal development, audience connection, surprise).

**A student should be able to do  
(Evidence of Knowledge)**

- Analyze conclusions in mentor texts.
- Write an ending to the story that provides closure for the reader.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

narrative, provide, sense of closure, ending, writing, organization

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**W.CCR.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

**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.)**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Writing tasks are defined as the three types of writing pieces as referenced in standards 1–3 above.
- Each of the writing tasks has its own purpose as referenced in standards 1–3 above.
- Each of the writing tasks has its own specific organizational structure as referenced in standards 1–3 above.

**A student should understand  
(Conceptual Understanding)**

- The audience, or reader, must be considered when composing each of the three writing tasks.
- Content chosen for each of the three writing tasks should be on topic, engaging, and interesting for the chosen audience.
- Content that is off-topic, disengaging, or uninteresting for the audience should be omitted from the writing piece.

**A student should be able to do  
(Evidence of Knowledge)**

- Write for a specific task as reference in standards 1–3 above.
- Write for a specific purpose as referenced in standards 1–3 above.
- Produce a writing piece that that follows an organization structure as referenced in standards 1–3 above.
- Choose content that is on-topic, engaging, and interesting for the audience being considered.
- Omit content that is off-topic, disengaging, or uninteresting for the audience being considered.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

guidance, support, produce, writing, development, organization, appropriate, task, purpose, audience, organizational structure, compare/contrast, descriptive, problem/solution, cause/effect, chronology, techniques, strategies, distribution, production, prewrite, organize

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**W.CCR.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

**W.3.5**

**With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Adults and peers provide guidance and feedback when revising and editing a piece of writing.
- Guidance and feedback from adults and peers strengthen and ensure that a piece of writing is focused on a specific topic.

**A student should understand  
(Conceptual Understanding)**

- Adults and peers provide guidance and feedback when revising and editing a piece of writing.
- Guidance and feedback from adults and peers strengthen and ensure that a piece of writing is focused on a specific topic.
- Moving a piece of writing through planning, revising, and editing ensures that a piece of writing is fully developed.
- Planning a piece of writing involves the identification of a topic, genre or format, purpose and audience. Writers may use a variety of strategies to plan their writing piece (e.g., drawing, talking, using a map, jotting down notes).

**A student should be able to do  
(Evidence of Knowledge)**

- Plan a piece of writing by implementing a specific strategy (e.g., drawing, talking, using a map, jotting down notes).
- Share a piece writing with an adult or peer for the purpose of receiving feedback about specific sentences or sections that need to be revised for clarity, coherence, and appropriateness to task, purpose, and/or audience.
- Share a piece of writing with an adult or peer for the purpose of receiving feedback about specific conventions related to Language Standard 2 (e.g., capitalization, punctuation, spelling).

### College- and Career-Readiness Standards for English Language Arts

		<ul style="list-style-type: none"> <li>• Revising a piece of writing involves the sharing of the piece of writing with adults or peers for the purpose of receiving feedback about specific sentences or sections that need to be revised for clarity, coherence, and appropriateness to task, purpose, and/or audience.</li> <li>• Editing a piece of writing involves the sharing of the piece of writing with adults or peers for the purpose of receiving feedback about specific conventions related to Language Standard 2 (e.g., capitalization, punctuation, spelling).</li> </ul>	
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b>  guidance, support, peers, adults, develop, strengthen, writing, planning, revising, editing, conventions, pre-write, brainstorming, list, graphic organizers, research, clustering, freewriting, outline, word choice, style, organization, style, modify, improve, punctuation, mechanics, spelling, grammar, sentence structures, point of view, drafts</p>			

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**W.CCR.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

**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.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Use various types of devices (e.g., computer, iPad, iTouch, tablet) to produce and publish writing.
- With guidance and support from adults, use a variety of digital tools (e.g., Story Buddy 2, Story Kit, Popplet, Story Builder, Story Patch) to produce and publish writing.
- Use a variety of technological tools (e.g., document projectors, interactive white boards, web-based sharing platforms, student-centered websites and webpages) to collaborate with peers to produce and publish writing.

**A student should understand  
(Conceptual Understanding)**

- Technological advances in the 21<sup>st</sup> century have challenged writers to move beyond paper and pencils when formatting writing pieces.
- Various types of devices (e.g., computer, iPad, iTouch, tablet) can be used to produce and publish writing.
- A variety of digital tools (e.g., Story Buddy 2, Story Kit, Popplet, Story Builder, Story Patch) can be used to produce and publish writing.
- A variety of technological tools (e.g., document projectors, interactive white board, web-based sharing platforms, student-centered websites and web page) can be used to collaborate with peers to produce and publish writing.
- A variety of word processing programs (e.g., OpenOffice and Microsoft Word) can be used

**A student should be able to do  
(Evidence of Knowledge)**

- Use various types of devices to produce and publish writing.
- Students will type final pieces of writing in preparation for the PARCC assessment.
- Use a digital tool to produce and publish writing.
- Use a variety of technological tools to produce and publish writing.
- Use a word processing program (using keyboarding skills) to produce and publish writing).
- Use technology to interact and collaborate with others to produce and publish writing.

## College- and Career-Readiness Standards for English Language Arts

		<p>for mapping, planning, revising, and publishing a piece of writing.</p> <ul style="list-style-type: none"> <li>• A variety of publishing programs (e.g., Canvastic, ReadWriteThink Printing Press, Microsoft Publisher, PagePlus) can be useful for formatting various formats of writing (e.g., newsletters, brochures, booklets).</li> <li>• A variety of web-based tools (e.g., ReadWriteThink Persuasion Map, Letter Generator, and Essay Tool, Kerpoof, and Gloster Multimedia Poster) can be useful for providing much-needed scaffolds for key structural elements found in various writing formats.</li> <li>• Collaborative writing using technology encourages active learning.</li> <li>• Collaborative writing among peers instills a sense of real-world writing experiences.</li> </ul>	
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b>          technology, guidance, support, adults, use, technology, produce, publish, writing, interact, collaborate, discussions, demonstrate, keyboarding skills, type, technological tool, encourages, active learning, instills, real-world writing experiences, partners, writer, reader, ideas, exchanged</p>			

**College- and Career-Readiness Standards for English Language Arts**

**Third Grade**

**W.CCR.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

**W.3.7**

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

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Research allows writers to build knowledge about a topic.
- Research can be done by gathering and investigating information from print and digital sources.
- Research can be conducted through a scientific observation.
- Shared research and writing projects create a sense of responsibility, accountability, and community among peers.

**A student should understand  
(Conceptual Understanding)**

- Research allows writers to build knowledge about a topic.
- Research projects have a set of parameters and procedures that must be followed.
- Research projects have topic parameters that narrow the focus of the project.
- Research projects have collaboration parameters that state how students will be working together on the project.
- Research projects have research parameters that state whether the project will

**A student should be able to do  
(Evidence of Knowledge)**

- Conduct research for a short period.
- Generate a focused question for the research project.
- Choose print and/or observation based research as a source for research.
- Work collaboratively with peers to research the answer to a focused research question.
- Record facts, details, and definitions to answer a research question.
- Choose a publishing format to present findings.
- Present findings.

## College- and Career-Readiness Standards for English Language Arts

		<p>utilize print and/or observation based research.</p> <ul style="list-style-type: none"> <li>• Research projects have publishing parameters that state a specific format (e.g., book review, how-to piece, biography) writers will use to present findings.</li> <li>• Research projects have a central question to drive the research.</li> <li>• Facts, details, and definitions from multiple texts about a single topic are gathered.</li> <li>• Facts, details, and definitions, which answer the central question, are systematically documented. Students know how to search for sources about a topic.</li> <li>• Findings can be presented in a written report or through an oral presentation.</li> </ul>	
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b>          conduct, short research projects, build knowledge, topic, document, evidence, texts, gather, facts, details, definitions, search, multiple sources, type, keyboard, Internet, technology, sides, inquiry, relevant, daily life, task, purpose, paraphrase, opinion, informative/explanatory writing, write</p>			

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**W.CCR.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

<b>W.3.8</b>	<b>Desired Student Performance</b>		
<p><b>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</b></p>	<p><b>A student should know (Prerequisite Knowledge)</b></p> <ul style="list-style-type: none"> <li>Recall information from past experiences that are applicable to a topic being researched.</li> <li>Gather information provided from print or digital sources (e.g., the Internet, search engines, newspaper articles, magazine articles, videos, advertisements, speeches, manuscripts, science reports, atlases, encyclopedias) to answer questions.</li> </ul>	<p><b>A student should understand (Conceptual Understanding)</b></p> <ul style="list-style-type: none"> <li>Past experiences can provide a foundation for answering questions about a topic.</li> <li>Gathering information from multiple sources, both print and digital, supports the writing.</li> <li>Note taking keeps the research focused and allows the student the opportunity to go back to the notes to actually use in the writing.</li> <li>Researchers use various techniques (e.g., note taking forms, marking print sources, marking digital sources) for taking meaningful notes.</li> <li>Note taking forms allow the researcher to record the question or topic and document supporting information. Information on</li> </ul>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p> <ul style="list-style-type: none"> <li>Recall experiences from their past to be used as a source.</li> <li>Gather information from print and digital sources.</li> <li>Synthesize newly gathered information with prior knowledge.</li> <li>Utilize a note-taking technique to take meaningful notes about a topic.</li> <li>Sort information from notes into categories.</li> </ul>

## College- and Career-Readiness Standards for English Language Arts

		<p>note-taking forms can be categorized to provide organization for the writing.</p> <ul style="list-style-type: none"> <li>• Tools such as highlighting tape, highlighters, sticky notes, and book tabs are useful for marking print sources.</li> <li>• Bookmarking sites (e.g., Pearltrees and Diigo) are useful for marking digital sources.</li> </ul>	
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b>  recall information, experiences, gather, information, take brief notes, sources, sort evidence, provided categories, plagiarism, avoided, paraphrase, integrated, naturally, research, topic, flow, charts, Venn Diagram, outlines, tree map, bulleted list, note taking, note taking strategies, the Internet, search engines, newspaper articles, magazine articles, videos, advertisements, speeches, manuscripts, science reports, atlases, encyclopedias, digital, print, write, analyze, interpret, explain, or describe</p>			

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**W.CCR.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.**

**W.3.9**

**Begins in grade 4**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

**A student should understand  
(Conceptual Understanding)**

**A student should be able to do  
(Evidence of Knowledge)**

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD**

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**W.CCR.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.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.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Routine writing is repeated experiences with writing.
- How to write for extended time frames for research, reflection, and revision.
- How to write for shorter time frames that are done in a single setting or a day or two.
- Writings are done for a range of discipline-specific tasks (i.e., math, science, social studies, English language arts [ELA]).
- Writings are done for a range of discipline-specific purposes.
- Writings are done for a range of discipline-specific audiences (i.e., teacher, parent, legislator, online audience, editor).

**A student should understand  
(Conceptual Understanding)**

- To understand how to write does not occur after one occurrence. Students need multiple opportunities to write for extended time frames and shorter time frames for different purposes throughout the entire school year (in every nine weeks).
- On demand writing requires different processes than extended process writings.
- There are different types of routine writings (PARCC Model Content Frameworks for ELA/Literacy for Grade 3 Version 2.0—August 2012, page 4).

**A student should be able to do  
(Evidence of Knowledge)**

- Write daily.
- Write for extended time frames when research, reflection, and revision are required.
- Write for shorter time frames in a single setting or a day or two.
- Write to address a range of discipline-specific tasks.
- Write to address a range of purposes.
- Write to address a range of audiences.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

write routinely, extended time frames, research, reflection, revision, shorter time frames, single setting or day or two, range, discipline-specific tasks, purposes, audiences, experiences, math, ELA, science, social studies, multiple opportunities, on demand writing, short constructed response, text-based questions, content knowledge, aspect of a text or texts, sophisticated understandings of vocabulary, text structure, analysis

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

**SL.3.1a**

**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 3 topics and texts, building on others' ideas and expressing their own clearly.**

- a. 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.

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Collaborative discussions are conversations with peers and adults in small or larger groups.
- Topics discussed relate to Grade 3 topics (e.g., science, social studies).

**A student should understand  
(Conceptual Understanding)**

- Collaborative discussions are more productive when participants have read and studied material prior to the discussion.
- Participants use prior knowledge about a topic to add ideas to a collaborative discussion.
- Participants use evidence from the information read and studied in order to add ideas to a discussion.

**A student should be able to do  
(Evidence of Knowledge)**

- Read or study material prior to collaborative discussion.
- Share prior knowledge about a topic with peers and/or adults.
- Share knowledge read and studied about a topic with peers and adults.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

prepare, participate, collaborate, diverse, engage, explicitly, appropriate, main idea, supporting details, key ideas, discussion, explore

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

**SL.3.1b**

**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 3 topics and texts, building on others' ideas and expressing their own clearly.**

b. 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).

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Collaborative discussions are conversations with peers and adults in small or large groups.
- Rules when having discussions include:
  - Make eye contact with the speaker.
  - Wait until others finish speaking.
  - Listen for the speaker to pause before speaking.
  - Be empathic toward others' ideas.
  - Respectfully agree or disagree.

**A student should understand  
(Conceptual Understanding)**

- Collaborative discussions occur with partners or in groups.
- The teacher often leads collaborative discussions.

**A student should be able to do  
(Evidence of Knowledge)**

- Follow agreed-upon rules for discussions:
  - Make eye contact with the speaker.
  - Wait until others finish speaking.
  - Listen for the speaker to pause before speaking.
  - Be empathic toward others' ideas.
  - Respectfully agree or disagree.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

engage, effectively, discussions, actively, diverse, listening, rules, respectfully, collaboration, persuasively

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

**SL.3.1c**

**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 3 topics and texts, building on others' ideas and expressing their own clearly.**

- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Ask for clarification about the topic and/or text under discussion (e.g., Can you repeat that?).
- Ask for further explanation about the topic and/or text under discussion (e.g., What does that mean?).

**A student should understand  
(Conceptual Understanding)**

- Asking questions during collaborative discussion can enable participants to understand information being presented.
- Questions provoke inquiry and investigations of the topic and/or promote extended thinking.
- Good questions reference the material presented.
- Offering comments about others' remarks of the topic promotes extended thinking.

**A student should be able to do  
(Evidence of Knowledge)**

- Ask questions to ensure understanding of the topic presented and discussed.
- Listen to others' ideas and be able to piggyback or connect their ideas to those in the discussion.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

collaborate, details, engage, explain, prepare, remarks, inquiry, relevant, comments, understand

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

**SL.3.1d**

**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 3 topics and texts, building on others' ideas and expressing their own clearly.**

d. Explain their own ideas and understanding in light of the discussion.

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Linking comments to the remarks of others extends the collaborative discussion.

**A student should understand  
(Conceptual Understanding)**

- Effective discussions relate information that has been read or read or studied prior to the collaborative discussion.
- Collaborative discussions consist of students explaining the topic using personal ideas, opinions, and reasoning based on topics and text.

**A student should be able to do  
(Evidence of Knowledge)**

- Listen to others' remarks about a text or topic.
- Express their ideas using personal ideas, opinions, and reasoning based on topics and text.
- Link comments to the remarks of others to extend the discussion.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

collaborate, explain, ideas, understand, discussion, express, persuasively

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.**

**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.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Information presented or text read aloud contains key ideas and details.
- Information can be presented orally or through other media.
- How to recount or describe key ideas or details from a text read aloud or information presented in other forms of media.
- How to determine the main idea of an oral or media presentation.
- How to determine supporting details of an oral or media presentation.

**A student should understand  
(Conceptual Understanding)**

- Information can be presented visually, quantitatively, and orally.
- The supporting details of the information presented should prove the main idea of the text or diverse media to be true.
- The main idea of the text read aloud or the information presented is the key idea.

**A student should be able to do  
(Evidence of Knowledge)**

- Listen and/or observe text or information presented visually, quantitatively, and/or orally.
- Identify the main idea of the text.
- Identify details to support the main idea.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

determine, main idea, supporting details, information, diverse media, visually, quantitatively, orally

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.SL.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.**

**SL.3.3**

**Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Asking and answering questions about information clarifies comprehension.
- Asking and answering questions aids in gathering additional information about a topic.
- Asking and answering questions broadens the understanding of a topic or issue.

**A student should understand  
(Conceptual Understanding)**

- Asking and answering questions about information clarifies comprehension.
- Asking and answering questions aids in gathering additional information about a topic.
- Asking and answering questions broadens the understanding of a topic or issue.
- Offering additional details extends knowledge about a topic or issue.

**A student should be able to do  
(Evidence of Knowledge)**

- Generate or ask detailed questions based on the information presented.
- Ask questions that reflect appropriate elaboration and detail relevant to the presentation or what the speakers says.
- Answer questions about information from a speaker, offering appropriate elaboration and detail.
- Ask and answer questions about information from a speaker to evaluate the speaker’s point of view.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

evaluate, point of view, reasoning, evidence, rhetoric, elaboration, details, clarify, identify, formulate, questioning, speaker, topic, relevant, answer, ask, elaborate

## College- and Career-Readiness Standards for English Language Arts

### Third Grade

**CCR.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

**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.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Good presenters deliver information to the audience at a clearly understandable pace.
- Presenters know beforehand the topic, facts, and descriptive details.
- Presenting information requires delivering the information with clear and enunciated words.

**A student should understand  
(Conceptual Understanding)**

- Good presentations include appropriate and supportive facts.
- Determining the relevant and descriptive details of the information clarifies understanding of the topic.

**A student should be able to do  
(Evidence of Knowledge)**

- Observe a speech by a notable public figure.
- Explain the qualities observed in a speech of a notable public figure.
- Tell a story with appropriate facts and relevant, descriptive details.
- Recount an experience with appropriate facts and relevant, descriptive details.
- Speak clearly and understandably while reporting on a topic with appropriate facts and relevant, descriptive details.
- Speak clearly and understandably while telling a story with appropriate facts and relevant, descriptive details.
- Speak clearly and understandably while recounting an experience with appropriate facts and relevant, descriptive details.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

report, topic, recount, experience, appropriate, facts, relevant, descriptive details, understand, pace, clearly

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

**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.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Audio recordings of stories or poems that have drawings or other visual displays make strategic use of digital media.
- Audio recordings recounting an experiences that area appropriate help clarify ideas, thoughts, and feelings.
- Engaging auto recordings demonstrate fluid reading and facts, and details are easily recognized.

**A student should understand  
(Conceptual Understanding)**

- People will want to listen to audio recordings that emphasize and enhance facts and details with visual displays.
- Fluent reading is an essential element to ensure an engaging recording.

**A student should be able to do  
(Evidence of Knowledge)**

- Read stories or poems fluently.
- Create audio recordings that demonstrate fluid reading.
- Create visual displays that are appropriate to the material recorded.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

strategic, digital media, visual, engaging, create, audio recordings, demonstrate, understandable, pace, appropriate, emphasize, enhance, facts, details, elements, fluently, essential, clear, concise

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

**SL.3.6**

**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.)**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- How to complete sentences consist of a subject and a predicate.
- How to recognize complete sentences during the communicative task.
- How to identify the audience when speaking to ensure appropriate delivery of content.

**A student should understand  
(Conceptual Understanding)**

- Good speakers communicate clearly, speak at a volume for everyone to hear, use complete sentences, and respond to questions when needed.
- When speaking in complete sentences, use a variety of sentences to address the task and situation.
- Understand the details being spoken to formulate a response or provide clarification.

**A student should be able to do  
(Evidence of Knowledge)**

- Speak clearly and in complete sentences, using an understandable rate.
- Speak in complete sentences when responding to questions or making a clarification.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

sentences, adapt, variety, context, appropriate, task, situation, provide, clarify, details, identify, recognize, formulate, understand, rate, delivery, communicative

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.**

**L.3.1a**

**Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Using standard grammar and usage when writing and speaking lends itself to more effective products and understanding of the products.
- A noun is a part of speech that names a person, place, thing or idea.
  - Nouns usually occur as a subject or object in the sentence.
- A pronoun is a part of speech that replaces a noun or another pronoun.
  - Pronouns are used to make sentences less complicated and less repetitive.
- A verb is a part of speech that expresses actions or states of being.
  - The word be is different from other verbs in many ways but still can be thought of as a verb.
- An adjective is a part of speech that describes, identifies or

**A student should understand  
(Conceptual Understanding)**

- Nouns usually occur as a subject or object of the sentence and can be in irregular plural form or as an abstract.
- An antecedent is a noun or pronoun to which another noun or pronoun refers and must agree in number—singular or plural—with the thing to which it refers.
- Verbs show a relationship with time (simple verb tenses).
  - A verb must agree with its subject.
  - Understand that some verbs are in irregular form and will be in the form of past tense or past-participle.
- Functions of nouns, pronouns, verbs, adjectives, and adverbs in sentences and will demonstrate effective use when writing or speaking.

**A student should be able to do  
(Evidence of Knowledge)**

- Explain the functions of nouns, pronouns, verbs, adjectives, and adverbs with a partner during the editing process of an assigned essay.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs and their functions in particular sentences.
- Explain how the functions of nouns, pronouns, verbs, adjectives, and adverbs contribute to the meaning of the sentence.

### College- and Career-Readiness Standards for English Language Arts

	<p>quantifies a noun (modifies a noun).</p> <ul style="list-style-type: none"> <li>An adverb is a part of speech that can modify verbs, adjectives, phrases, and even themselves.</li> </ul>		
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> demonstrate, command, conventions, grammar, usage, explain, function, nouns, pronouns, verbs, adjectives, adverbs, functions, modify, antecedent, irregular, tense, expresses, understand, explain, contribute, essay</p>			

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.**

**L.3.1b**

**Form and use regular and irregular plural nouns.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- How using standard grammar when writing and speaking lends itself to more effective products and understanding of the products.
- A noun is a part of speech that names a person, place, thing or idea.
  - Nouns usually occur as a subject or object in the sentence.
  - Nouns can be singular or plural.
  - Nouns can be considered regular or irregular form.

**A student should understand  
(Conceptual Understanding)**

- Nouns usually occur as a subject or object of the sentence and can be in irregular plural form or regular.
- When irregular nouns become plural, they change their spellings, or they stay the same, and a few even have more than one plural form (e.g., swine-swine, half-halves, goose-geese).

**A student should be able to do  
(Evidence of Knowledge)**

- Demonstrate command of standard English grammar and usage by forming and using regular and irregular plural nouns.
- Form and use regular and irregular plural nouns during speaking and collaboration with peers.
- Identify regular and irregular plural nouns in mentor text.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

demonstrate, command, conventions, grammar, usage, nouns, form, irregular, plural

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.**

**L.3.1c**

Use abstract nouns (e.g., childhood).

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- To grasp abstract nouns, students should be familiar with concrete nouns: nouns that are tangible (e.g., puppy, president, house).
- Recognize when nouns are abstract (e.g., dedication, relaxation, anger, justice, friendship) to be able to use them in writing and speaking. Note: These are nouns you cannot experience with physical interaction using the five senses.

**A student should understand  
(Conceptual Understanding)**

- Have an understanding that language is necessary with both written and spoken communication.
- Usage of abstract nouns will create richer writing and speaking experiences both formally and informally.

**A student should be able to do  
(Evidence of Knowledge)**

- Use abstract nouns in sentences when writing:
  - e.g., love used as an abstract noun: The love she holds in her heart for her child is immeasurable.
  - e.g., love used as a verb is a different part of the standard: We love studying about our local government.
- Use abstract nouns in speaking.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

abstract nouns, concrete nouns, language, writing, speaking, communication, formally, informally, use, usage, create

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.**

**L.3.1d**

**Form and use regular and irregular verbs.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Using standard grammar and usage when writing and speaking lends itself to more effective products and understanding of the product.
- A verb is a part of speech that expresses actions or states of being.
  - The word “be” is different from other verbs in many ways but still can be thought of as a verb.

**A student should understand  
(Conceptual Understanding)**

- Verbs show a relationship with time (simple verb tenses).
  - A verb must agree with its subject.
  - Some verbs are in irregular form and will be in the form of past tense or past participle.

**A student should be able to do  
(Evidence of Knowledge)**

- Demonstrate command of standard English grammar and usage by forming and using regular and irregular plural verbs.
- Form and use regular and irregular verbs during speaking and collaboration with peers.
- Identify regular and irregular plural verbs in mentor text.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

demonstrate, command, conventions, grammar, usage, explain, verbs, irregular, collaboration, past tense, past participle, mentor text

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.**

**L.3.1e**

Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- A verb is a part of speech that expresses action or states of being.
- The word “be” is different from other verbs in many ways but still can be thought of as a verb.
- Verbs have three main tenses: past, present, and future.
- Some verbs are in irregular form and will be in the form of past tense or past participle.

**A student should understand  
(Conceptual Understanding)**

- Verbs show a relationship with time (simple verb tenses).
  - A verb must agree with its subject.
- Verb tense tells when the action happens.
  - Present tense is the original verb form.
  - Past tense has a few patterns.
  - Future tense needs will (shall) + verb.

**A student should be able to do  
(Evidence of Knowledge)**

- Demonstrate command of standard English grammar and usage by forming and using simple verb tenses.
- Form and use simple verb tenses during speaking and collaboration with peers.
- Identify regular and irregular plural verbs in mentor text.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

demonstrate, command, conventions, grammar, usage, simple verb tense, collaboration, express

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.**

**L.3.1f**

**Ensure subject-verb and pronoun-antecedent agreement.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Using standard grammar and usage when writing and speaking lends itself to more effective products and understanding of the products.
- The simple subject of a sentence is the essential noun, pronoun, or group of words acting as a noun that cannot be left out of the complete subject.
- A verb is a part of speech that expresses action or states of being.
  - The word “be” is different from other verbs in many ways but still can be thought of as a verb.

**A student should understand  
(Conceptual Understanding)**

- The complete subject is the simple subject (a noun or a pronoun) plus any word or group of words modifying the simple subject that tells who or what the sentence is about.
- The complete predicate is the verb plus its objects, complements, and adverbial modifiers that tell what the subject does or is.
- A pronoun and its antecedent are in agreement if they are both singular and/or plural.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify correct subject-verb and pronoun-antecedent agreement in mentor text.
- Use correct subject-verb and pronoun agreement when writing.
- Use correct pronoun-antecedent agreement when speaking.

### College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>○ The verb is part of the complete predicate.</li> <li>● A pronoun is a part of speech that replaces a noun or another pronoun.             <ul style="list-style-type: none"> <li>○ Used to make sentences less complicated and less repetitive.</li> </ul> </li> <li>● An antecedent is a noun or pronoun to which another noun or pronoun refers and must agree in number—singular or plural—with the thing to which it refers.</li> </ul>		
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b>          demonstrate, command, conventions, grammar, writing, speaking, ensure, subject, verb, pronoun, antecedent, agreement, modifying, objects, complements, predicate, adverbial, understand</p>			

College- and Career-Readiness Standards for English Language Arts

<b>Third Grade</b>			
<b>CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>			
<b><u>L.3.1g</u></b>	<b>Desired Student Performance</b>		
<p><b>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</b></p>	<p><b>A student should know (Prerequisite Knowledge)</b></p> <ul style="list-style-type: none"> <li>Using standard grammar and usage when writing and speaking lends itself to more effective products and understanding of the products.</li> <li>An adjective is a part of speech that describes, identifies or quantifies a noun (modifies a noun).</li> <li>An adverb is a part of speech that can modify verbs, adjectives, phrases, and even themselves.</li> </ul>	<p><b>A student should understand (Conceptual Understanding)</b></p> <ul style="list-style-type: none"> <li>Comparative adjectives are formed by adding -er suffix to adjectives and adverbs with a single consonant for an ending.</li> <li>Superlative adjectives are formed by adding -est suffix to adjectives and adverbs with a single consonant for an ending.</li> <li>Comparative adverbs are used to compare <i>two</i> people, places, or things. They're formed just like a comparative adjective is created. If it's a short word, adding an -er to the end will transform a regular adverb into a comparative one (e.g., Lance runs fast, but Matt runs <i>faster</i>).</li> </ul>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p> <ul style="list-style-type: none"> <li>Identify comparative and superlative adjectives in mentor text.</li> <li>Identify comparative and superlative adverbs in mentor text.</li> <li>Identify what a comparative or superlative adjective modifies within a mentor text.</li> <li>Identify what a comparative or superlative adverb modifies within a mentor text.</li> <li>Compose writing that includes comparative and superlative adjectives.</li> </ul>

## College- and Career-Readiness Standards for English Language Arts

		<ul style="list-style-type: none"> <li>• Other times, the words <i>more</i> and <i>less</i> will need to precede the adverb to form the comparative. This is the case with adverbs that end in <i>-ly</i>. (e.g., With her new computer, she could work <i>more efficiently</i> at her tasks. He skied <i>less confidently</i> after the accident on the slopes).</li> <li>• A superlative adverb is used to compare three or more people, places, or things. It's used to state that the action performed is to the highest degree within a group or of its kind. They are sometimes preceded by the word "the" but not always. If the adverb has the same form as a one-syllable adjective simply add the suffix <i>-est</i> to the end of the word (e.g., Bobby talks <i>the loudest</i> of all the boys).</li> <li>• Sometimes adding an <i>-est</i> isn't appropriate. Form the superlative of adverbs that end in <i>-ly</i> by preceding them with <i>most</i> or <i>least</i> (e.g., This computer model operates <i>least efficiently</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Compose writing that includes comparative and superlative adverbs.</li> <li>• Use comparative and superlative adjectives when speaking.</li> <li>• Choose either a comparative or superlative adjective or adverb when writing.</li> </ul>
<p><b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> demonstrate, command, conventions, grammar, usage, comparative, superlative, form, modified, consonant, modify</p>			

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.**

**L.3.1h**

**Use coordinating and subordinating conjunctions.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Using standard grammar and usage when writing and speaking lends itself to more effective products and understanding of the products.
- An independent clause is a group of words that contains a subject and verb and expresses a complete thought. An independent clause is a sentence.
- A dependent clause is a group of words that contains a subject and verb but does not express a complete thought. A dependent clause cannot be a sentence.

**A student should understand  
(Conceptual Understanding)**

- A conjunction is a word that joins other words or parts of a sentence together.
- Coordinating conjunctions join words, phrases, and sentences together (e.g., and, but, or, so, yet, for, nor).
- A comma often accompanies coordinating conjunctions when connecting two independent clauses.
- The subordinating conjunction provides a necessary transition between two ideas in the sentences.
- A subordinating conjunction joins a dependent clause to an independent clause (e.g., after, although, because, before, that, which, who, whom, whose).

**A student should be able to do  
(Evidence of Knowledge)**

- Identify coordinating conjunctions in mentor text.
- Identify subordinating conjunctions in mentor text.
- Identify two complete thoughts that can be combined.
- Choose a coordinating conjunction to create a compound sentence.
- Choose a subordinating conjunction to create a complex sentence.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

demonstrate, command, conventions, grammar, usage, explain, function, nouns, pronouns, verbs, adjectives, adverbs, functions, modify, antecedent, irregular, tense, expresses, understand, explain

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.**

<p><b><u>L.3.1i</u></b></p> <p><b>Produce simple, compound, and complex sentences.</b></p>	<b>Desired Student Performance</b>		
	<p><b>A student should know (Prerequisite Knowledge)</b></p> <ul style="list-style-type: none"> <li>Using standard grammar and usage when writing and speaking lends itself to more effective products and understanding of the products.</li> <li>A simple sentence is made up of one complete subject and one complete predicate.</li> <li>A compound sentence is made up of two or more independent clauses (simple sentences).</li> </ul>	<p><b>A student should understand (Conceptual Understanding)</b></p> <ul style="list-style-type: none"> <li>A complex sentence contains an independent clause and a dependent clause.</li> <li>Subordinating conjunctions are used to separate an independent from a dependent clause.</li> <li>Sentences can be produced in typewritten, cursive, and printed form.</li> </ul>	<p><b>A student should be able to do (Evidence of Knowledge)</b></p> <ul style="list-style-type: none"> <li>Identify a simple sentence in mentor text.</li> <li>Identify a compound sentence in a mentor text.</li> <li>Identify a complex sentence in a mentor text.</li> <li>Produce a simple sentence when writing.</li> <li>Produce a compound sentence when writing.</li> <li>Employ the use of a coordinating conjunction when producing a compound sentence.</li> <li>Produce a complex sentence when writing.</li> <li>Employ the use of a subordinating conjunction when creating a complex sentence.</li> </ul>

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**  
demonstrate, command, conventions, grammar, usage, simple, compound, complex, independent, dependent, conjunctions, produce, create

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.3.2a**

Capitalize appropriate words in titles.

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Using standard English— capitalization, punctuation, and spelling— lends itself to effective writing.
- To capitalize means to begin a word with a capital letter.
- Capitalize the first word in a sentence and the pronoun.
- Capitalize dates and names of people.
- Capitalize holidays, product names, and geographic names.
- Capitalize proper nouns.

**A student should understand  
(Conceptual Understanding)**

- Capitalize the first and last word, all nouns, pronouns, verbs, adjectives in a title.
- The articles a, an, and the should not be capitalized unless the article is the first or last word of the title.

**A student should be able to do  
(Evidence of Knowledge)**

- Evaluate which words in a title should be capitalized.
- Capitalize the appropriate words in a title when writing or producing a presentation.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

demonstrate, command, conventions, grammar, usage, capitalize, appropriate, titles, articles, produce, evaluate

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.3.2b**

**Use commas in addresses.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- A comma is a type of punctuation.
- Writers use commas to make their writing clearer.
- How to use commas in greetings and closings of letters.

**A student should understand  
(Conceptual Understanding)**

- A comma is needed between the name of a city or town and the name of a state, district, or country.
- A comma is needed after each part of the address when it is used in a sentence.
- A comma is never used between a state and a zip code.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify the parts of an address.
- Demonstrate the correct usage of commas in addresses during writing.
- Use commas correctly when addressing a letter.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

demonstrate, command, conventions, grammar, usage, comma, addresses, zip code

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.3.2c**

**Use commas and quotation marks in dialogue.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- A comma is a type of punctuation.
- Writers use commas to make their writing clearer.
- Quotation marks are a type of punctuation.

**A student should understand  
(Conceptual Understanding)**

- Writers use quotation marks to begin and end a direct quote.
- Writers separate the quoted material from the dialogue by commas.
- Quotation marks are not used to set off an indirect quote.
- Quotation marks are used to identify dialogue:
  - The dialogue is a conversation between two or more people (characters, imaginary and real).

**A student should be able to do  
(Evidence of Knowledge)**

- Analyze whether the quote is an indirect quote or direct quote in the writing.
- Write a story using dialogue and ensure that direct quotes use quotation marks and commas appropriately.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

demonstrate, command, conventions, grammar, usage, characters, imaginary, punctuation, quotations, direct, indirect, appropriate, analyze

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.3.2d**

**Form and use possessives.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- An apostrophe is a form of punctuation.
- Use an apostrophe to form contractions and frequently occurring possessives.

**A student should understand  
(Conceptual Understanding)**

- Writers use possessive nouns to show ownership or possession.
- When a noun takes a possessive form, it is used as an adjective to modify the noun or pronoun.
- Adding an apostrophe and an -s forms the possessive form of singular nouns:
  - A singular noun names one person, place, thing or idea.
- Most plural nouns end in “s,” and their possessive forms can be created by adding an apostrophe after the “s.”
- When nouns are plural irregulars, an apostrophe and “s” are added to create the possessive form (women’s).

**A student should be able to do  
(Evidence of Knowledge)**

- Decide if the possessive noun shows ownership or possession.
- Identify if the noun is singular, plural, or plural irregular to select the correct placement of the apostrophe and the “s.”
- Form and use possessives when composing pieces of writing.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

demonstrate, command, conventions, grammar, usage, form, use, possessives, compose, identify, decide

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.3.2e**

Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Conventional spelling is the correct spelling of a word that is found in the dictionary.
- High-frequency words are words that are most commonly used words in print.
- How to generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

**A student should understand  
(Conceptual Understanding)**

- A base word is a word that does not have a prefix or suffix added to it.
- A suffix is a letter or group of letters added to the end of a root word or base word to change its meaning.
- Writers add suffixes to words to change the meanings of words and to make the writing more interesting.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify the correct spelling of high-frequency words in writing.
- Identify the correct spelling of words in context.
- Create new meanings to words by adding suffixes to the base words.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

demonstrate, command, conventions, grammar, usage, form, use, capitalization, punctuation, spelling, conventional, high frequency, suffix, base words

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.3.2f**

**Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

**A student should understand  
(Conceptual Understanding)**

- Spelling patterns and generalizations are reliable strategies to spell words correctly when writing.
- Word families are groups of words that have a common feature or pattern.
- Word families have some of the same combinations of letters in them and a similar sound (e.g., at, cat, hat, and fat).
- Many words follow common syllable rules (e.g., closed, vowel-consonant-e, open, vowel team, vowel-r, consonant-le, simple and complex).
- Spelling according to position is useful with irregularly spelled words (e.g., when to use “ge” or “dge” for a /j/ sound).
- Many words have common endings such as -s, -ed, and -ing.

**A student should be able to do  
(Evidence of Knowledge)**

- Use knowledge of word families in writing words.
- Use knowledge of position-based spelling in writing words.
- Use knowledge of common syllable patterns in writing words.
- Use knowledge of end rules in writing words.
- Use knowledge of meaningful word parts in writing words.

## College- and Career-Readiness Standards for English Language Arts

		<ul style="list-style-type: none"><li>Words often have meaningful word parts such as prefixes, roots, and suffixes.</li></ul>	
<b>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:</b> demonstrate, command, conventions, grammar, usage, form, use, capitalization, punctuation, spelling,			

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.3.2g**

**Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Writers use reference materials to check and correct spellings.
  - A dictionary is a reference material that lists words in alphabetical order and gives the meanings of the words.
  - Glossaries and digital dictionaries are used to clarify the correct spelling of words.

**A student should understand  
(Conceptual Understanding)**

- Writers should carefully consider the meaning of the word when deciding upon the correct spelling.

**A student should be able to do  
(Evidence of Knowledge)**

- Recognize words that are not spelled correctly.
- Clarify the correct spelling of the word by using a dictionary or other appropriate reference material (e.g., glossary, digital dictionary).

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

demonstrate, command, conventions, grammar, usage, form, use, capitalization, punctuation, spelling, digital dictionary, glossary, dictionary, consult

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.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.3.3a**

**Choose words and phrases for effect.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Recognize the conventions for the following:
  - Writing
  - Speaking
  - Reading
  - Listening
- Compare formal and informal uses of English.

**A student should understand  
(Conceptual Understanding)**

- Language can be awkward, vague, or unclear when writing, speaking, reading, or listening.
- Utilizing specific word choice ensures that an idea or topic will be expressed clearly.

**A student should be able to do  
(Evidence of Knowledge)**

- Recognize awkward, vague, or unclear language.
- Choose specific words or phrases to express an idea or topic.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

apply, language, understand, function, contexts, effective, style, comprehend, phrases, effect

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.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.3.3b**

**Recognize and observe differences between the conventions of spoken and written standard English.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Formal or informal language can be present in reading and writing.
- Formal language is less personal and is often factual and straight-to-the-point.
- Informal language is friendly and conversational.
- It is important to speak in complete, coherent sentences.
- A complete sentence consists of a subject and a predicate.
- During writing, students should know to use correct capitalization, punctuation, and how to make appropriate word selections.

**A student should understand  
(Conceptual Understanding)**

- Spoken standard English is relaxed.
- Occasionally, spoken English does not follow standard English language conventions.
- Written standard English tends to adhere more to standard language conventions.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify the type of language being used when writing, speaking, reading, or listening.
- Determine the author's purpose for using formal or informal language.
- Use formal or informal language for a purpose in writing or speaking.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

apply, language, understand, function, recognize, differences, conventions, language, coherent, word choice, demonstrate, apply

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.3.4: 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.3.4a**

**Use sentence-level context as a clue to the meaning of a word or phrase.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- How to use context clues to help determine the meaning of unknown or multiple meaning words.
- Multiple meaning words have more than one meaning.
  - Homonyms are words that have the same spelling and pronunciation but have different meanings.
  - Homophones are words that have the same pronunciation but different spellings and meanings.
  - Homographs are words that are spelt the same, but have different pronunciations and meanings.

**A student should understand  
(Conceptual Understanding)**

- Using a range of vocabulary strategies to determine the word’s meaning will help clarify understandings.

**A student should be able to do  
(Evidence of Knowledge)**

- Read a Grade 3 reading text of appropriate context and explain the meaning of unfamiliar words using context as a clue.
- Determine the meaning or a word or phrase as it is used in a text by using the context of the sentence.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

determine, clarify, multiple-meaning, phrases, analyzing, context, homonyms, homophones, homographs, strategies, clues, phrases

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.3.4: 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.3.4b**

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).

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- An affix is added to the root of a word to change its meaning.
- An affix added to the front of the word is called a prefix.
- An affix added to the end of the word is called a suffix.

**A student should understand  
(Conceptual Understanding)**

- Understand the meaning of commonly used affixes.

**A student should be able to do  
(Evidence of Knowledge)**

- Use a range of strategies to determine the meaning of a new word formed when a prefix or affix is added to the word.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

determine, clarify, multiple-meaning, phrases, analyzing, determine, affix, suffix, strategies, understand, commonly

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.3.4: 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.3.4c**

**Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

**A student should understand  
(Conceptual Understanding)**

- Root words can give a clue about the meaning of an unknown word (e.g., company, companion).

**A student should be able to do  
(Evidence of Knowledge)**

- Use prior knowledge to identify the meaning of a root word.
- Apply the meaning of the known root word to the unknown word with the same root.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

determine, clarify, multiple-meaning, phrases, analyzing, determine, affix, suffix, strategies, understand, commonly

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.3.4: 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.3.4d**

**Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Glossaries or beginning dictionaries, both print and digital, aid students with determining or clarifying the precise meaning of key words and phrases.
- Glossaries and beginning dictionaries come in print or digital form.
- A glossary is a list of specialized terms with definitions.
- Glossaries are commonly found at the backs of books or documents to help readers understand terms, which may be unfamiliar.
- A beginning dictionary offers early readers definitions and illustrative sentences.

**A student should understand  
(Conceptual Understanding)**

- Glossaries or beginning dictionaries, both print and digital, aid students with determining or clarifying the precise meaning of key words and phrases.
- Glossaries and beginning dictionaries come in print or digital form.
- A glossary is a list of specialized terms with definitions.
- Glossaries are commonly found at the backs of books to help readers understand terms, which may be unfamiliar.
- A beginning dictionary offers early readers definitions and illustrative sentences.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify an unknown or multiple-meaning word and/or phrase in text.
- Use a print or digital glossary to determine or clarify the meaning of an unknown word and/or phrase.
- Use a print or digital beginning dictionary to determine or clarify the meaning of an unknown word and/or phrase.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

determine, clarify, multiple-meaning, phrases, analyzing, determine, affix, suffix, strategies, understand, commonly

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

**L.3.5a**

**Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Writers use specific word choice to express ideas about a topic.
- Formal or informal language can be present in reading and writing.
- Formal language is less personal and is often factual and straight-to-the-point.
- Informal language is friendly and conversational.

**A student should understand  
(Conceptual Understanding)**

- Literal language means exactly what it says.
- Nonliteral language or figurative language refers to words, and groups of words, that exaggerate or alter the usual meanings of the component words.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify an unknown word or phrase in a mentor text.
- Reread sentences close to the word and/or phrase.
- Determine the message the author is trying to convey.
- Explain the meaning of the literal or nonliteral meaning of the word and/or phrase.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

demonstrate, distinguish, literal, nonliteral, simile, metaphors, personification, hyperbole, idiom

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

**L.3.5b**

**Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Words can have a real-life connection because many people have common experiences.
- Writers use specific word choice to express ideas about a topic.
- Descriptive details give readers a mental picture.
- Descriptive details appeal to the sense of hearing, sight, touch, taste, and smell.

**A student should understand  
(Conceptual Understanding)**

- Words can have a real-life connection because many people have common experiences.
- Writers use specific word choice to express ideas about a topic.
- Descriptive details give readers a mental picture.
- Descriptive details appeal to the sense of hearing, sight, touch, taste, and smell.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify a person, place, thing, or event in a mentor text.
- Explain how the person, place, thing, or event relates to real life.
- Choose descriptive, sensory words to describe a person, place, thing, or event.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

demonstrate, identify, recognize, similar, real-life connections

College- and Career-Readiness Standards for English Language Arts

**Third Grade**

**CCR.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

**L.3.5c**

**Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).**

**Desired Student Performance**

**A student should know  
(Prerequisite Knowledge)**

- Words can have similar meanings.
- Words can be grouped or sorted based on meanings.
- Ways in which words are grouped or sorted can be based on state of mind or mood.
- Ways in which words are grouped or sorted can be based on degrees of certainty or opinion.

**A student should understand  
(Conceptual Understanding)**

- Words can have similar meanings.
- Words can be grouped or sorted based on meanings.
- Ways in which words are grouped or sorted can be based on state of mind or mood.
- Ways in which words are grouped or sorted can be based on degrees of certainty or opinion.

**A student should be able to do  
(Evidence of Knowledge)**

- Identify a group of words that have similar meanings.
- Group or sort words.
- Explain the reasoning behind the method of grouping or sorting.

**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**  
demonstrate, distinguish, states of mind, degrees, certainty

## College- and Career-Readiness Standards for English Language Arts

### Third Grade

**CCR.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).**

#### **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).**

#### Desired Student Performance

##### A student should know (Prerequisite Knowledge)

- Using grade appropriate words creates clarity and coherence in writing.
- Conversational words and phrases are words in everyday speech.
- General academic words are words that are found more often in written texts across disciplines. These words can appear in informational technical or literary text.
- Domain specific words are words found more often in written texts within a specific discipline.
- Prepositions are used to signal spatial and/or temporal relationships.
- Spatial relationships refer to the physical relationship between things.

##### A student should understand (Conceptual Understanding)

- Using grade appropriate words and creates clarity and coherence in writing.
- Conversational words and phrases are words in everyday speech.
- General academic words are words that are found more often in written texts across disciplines. These words can appear in informational technical or literary text
- Domain specific words are words found more often in written texts within a specific discipline.
- Prepositions are used to signal spatial and/or temporal relationships.
- Spatial relationships refer to the physical relationship between things.

##### A student should be able to do (Evidence of Knowledge)

- Identify conversational, general academic, and domain specific words in mentor text.
- Acquire and use conversational words.
- Acquire and use general academic words.
- Acquire and use domain specific words.
- Identify spatial and temporal words and phrases in mentor text.
- Acquire and use spatial and temporal words.

### College- and Career-Readiness Standards for English Language Arts

	<ul style="list-style-type: none"> <li>• Temporal relationships involve space and time.</li> </ul>	<ul style="list-style-type: none"> <li>• Temporal relationships involve space and time.</li> </ul>	
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**KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:**

acquire, accurate, appropriate, conversational, spatial, temporal