**CCSS ELA – Reading: Literature**

Unpacking the Standards – Grade 3

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| **Number** | **STANDARD and CCR Category** | **CONCEPTS**  **Students will know…** | **SKILLS**  **Students will be able to…** |
| 1 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RL.3.1](http://www.corestandards.org/ELA-Literacy/RL/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | Explicit Information  Ask Questions  Textual Evidence | Know the details and examples from literary text can be used as textual evidence to support an answer   * Ask questions about literary text referring to specific details * Answer questions about a literary text using explicit references to support their answer * Find evidence within a literary text to support an answer * Refer to a text to support a conclusion   Know that explicit references are based on exactly what is written in literary text |
| 2 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RL.3.2](http://www.corestandards.org/ELA-Literacy/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 | Genre  Lesson/Moral  Analyze/Analysis  Retell/Summarize | Know stories came from different cultures and time periods  Know stories can teach a lesson that relates to life and events around themselves  Know the moral of a story is not usually found directly in the text but must be inferred using details from the text  Know a fable has a moral or a lesson to learn  Know a folktale has been handed down over generations  Know a myth contains characters that are supernatural beings that can be used to illustrate cultural beliefs  Know to recount means to retell  Analyze details from a text to determine the message or lesson in a piece of literature  Use details from the text to explain how they determined the message or lesson |
| 3 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RL.3.3](http://www.corestandards.org/ELA-Literacy/RL/3/3/) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events | Character  Sequence  Characterization | Identify character actions in a story  Know the sequence of events is the order of the things that happen in the story  Identify the sequence of events in a story  Know characters can be described based on their traits, motivations, feelings, thoughts, or interactions  Know a character’s actions can contribute to the sequence of events in a story  Describe characters based on their traits, motivation, feelings, thoughts, or interactions  Explain how a character’s actions contribute to or change the sequence of events in a story |
| 4 | * **Craft and Structure:** [CCSS.ELA-Literacy.RL.3.4](http://www.corestandards.org/ELA-Literacy/RL/3/4/) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | Vocabulary in Context  Context Clues  Word choice  Literal/Nonliteral  Prior Knowledge | Know literal language is words or phrases that express their most common meaning   * Figure out the meaning of literal words and phrases within a text * Distinguish between literal and nonliteral language   Know nonliteral language is words or phrases that have to be interpreted by the reader because their meaning is not explicitly stated   * Figure out the meaning of nonliteral words and phrases within a text * Distinguish between literal and nonliteral language   Know a phrase is a group of words that have meaning   * Use context clues to figure out the meaning of words and phrases within a text   Know context clues are the words or phrases surrounding an unknown words that can provide hints about the meaning of the word   * Use prior knowledge to determine the meaning of words and phrases within a text |
| 5 | * **Craft and Structure:** [CCSS.ELA-Literacy.RL.3.5](http://www.corestandards.org/ELA-Literacy/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. | Text Structure | Know stories are organized into sections or chapters   * Explain how parts of a text are organized to connect events and ideas * Use parts of a text to locate specific information when writing or speaking about a text   Know dramas are organized into scenes  Know poems are organized into verses and stanzas |
| 6 | * **Craft and Structure:** [CCSS.ELA-Literacy.RL.3.6](http://www.corestandards.org/ELA-Literacy/RL/3/6/) Distinguish their own point of view from that of the narrator or those of the characters. | Point of View  Author’s Purpose  Distinguish | Know the POV is the perspective from which a story is being told   * Determine the narrator’s and/or character’s POV in a story * Formulate their own POV in a story * Explain the differences between their personal POV and the narrator’s/character’s POV   Know stories may be told from the narrator’s point of view or from a character’s point of view  Know readers can formulate their own personal point of view or opinion about events in the text based on their background knowledge and what the author allows the reader to see and hear in the story |
| 7 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RL.3.7](http://www.corestandards.org/ELA-Literacy/RL/3/7/) Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) | Elements of Literature  Illustration  Mood  Character/Character Traits  Setting | Know aspects of a text’s illustrations contribute to what is conveyed by the words in a text   * Explain how aspects of an illustration can contribute to the message of the words in a text   Identify the mood in a text   * Explain how aspects of an illustration contribute to creating the mood in a text   Identify the character traits in a text   * Explain how aspects of an illustration contribute to emphasizing character traits in a text   Identify the setting in a text   * Explain how aspects of an illustration contribute to emphasizing parts of the setting in a text |
| **8** | * **(RL.3.8 not applicable to literature)** |  |  |
| 9 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RL.3.9](http://www.corestandards.org/ELA-Literacy/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) | Literary Elements: Theme, Plot, Setting  Compare/Contrast | Know that theme is a connecting message that is developed throughout a literary text  Know that setting is the time period and location of a story  Know the plot is the sequence of events in a text  Identify the theme, setting and plot in a text  Compare how theme, setting and plot are similar in stories written by the same author about the same or similar characters  Contrast how theme, setting and plot are different in stories written by the same author about the same or similar characters |
| 10 | **Range of Reading and Level of Text Complexity:** [CCSS.ELA-Literacy.RL.3.10](http://www.corestandards.org/ELA-Literacy/RL/3/10/) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. | Fluency  Comprehension  Genre  Fiction/Nonfiction  Literature/Informational Text | Read independently and proficiently at a 2-3 grade level  Comprehend grade level (2-3) stories, dramas, and poetry across multiple genres and sub-genres |

**CCSS ELA – Reading: Informational Text**

Unpacking the Standards – Grade 3

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| **Number** | **STANDARD and CCR Category** | **CONCEPTS**  **Students will know…** | **SKILLS**  **Students will be able to…** |
| 1 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.3.1](http://www.corestandards.org/ELA-Literacy/RI/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | Explicit Information  Implicit Information  Ask Questions  Answer Questions  Textual Evidence  Drawing Conclusions | Know details and examples from informational text can be used as evidence to support an answer   * Ask questions about an informational text referring to explicit details and examples from the text * Answer questions about informational text using explicit details and examples from the text to support their answer   Know readers refer to explicit information in an informational text to support their conclusions   * Find evidence within an informational text to support an answer * Refer to a text when drawing conclusions   Know that explicit information is stated directly in the informational text |
| 2 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.3.2](http://www.corestandards.org/ELA-Literacy/RI/3/2/) Determine the main idea of a text; recount the key details and explain how they support the main idea. | Main Idea  Key Details  Signal Words  Retell/Summarize | Know the main idea of a text is the central thought or point the author is trying to make about a topic   * Identify details from a text * Explain how details from the text support the main idea * Determine the main idea of a text   Know recount means to retell with details  Know the main idea of informational text is often stated explicitly in a topic sentence or opening paragraph  Know the author will often use signal words to show supporting details in a text (i.e. such as, also, one reason, another reason, etc.)   * Use signal words to locate support details in the text |
| 3 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.3.3](http://www.corestandards.org/ELA-Literacy/RI/3/3/) Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | Chronology  Cause/Effect  Sequence  Text Structure  Making Connections | Know historical events are significant occurrences from the past   * Make connections between historical events, scientific ideas/concepts, or steps in a technical procedure * Describe the relationships between historical events, scientific ideas/concepts, or steps in a technical procedures using knowledge of time, sequence and cause/effect   Know scientific ideas/concepts are important understanding from scientists  Know technical procedures explain steps in a specialized process  Know time is the chronological passing of history  Know sequence is a series of connected events and the order in which things happen in a story  Know that a cause is a reason for an action  Know that an effect is the result of an action  Know causes bring about effects in a text  Know an author organized informational texts in specific structures of chronology, sequence and cause/effect |
| 4 | * **Craft and Structure:** [CCSS.ELA-Literacy.RI.3.4](http://www.corestandards.org/ELA-Literacy/RI/3/4/) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. | Word Choice  Context Clues  Vocabulary in Context | Know that definitions and synonyms of content words can be included in the sentence as sentence-level context clues   * Use sentence-level context clues, affixes, common roots, glossaries and dictionaries to determine the meaning of unknown words and phrases   Know an affix is a word part added to the beginning or the ending of a root word to change the meaning of the word  Identify common affixes and their meaning  Identify common roots in words and their meanings  Know a dictionary is a book of words in alphabetical order containing their definitions |
| 5 | * **Craft and Structure:** [CCSS.ELA-Literacy.RI.3.5](http://www.corestandards.org/ELA-Literacy/RI/3/5/) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | Text Features  Relevant Information | Know text features such as maps, diagrams, timelines, tables, text boxes, photos and illustrations  Know key words are specific words or phrases described images, text, and documents about a topic, which are used to locate relevant information on a topic within a text or when searching the Internet   * Use synonyms and related words to generate key words * Use key words while conducting text and internet searches to locate information on a topic quickly and efficiently   Know sidebars are short stories next to a larger article which contrast or give additional information on the article   * Use sidebars and hyperlinks to locate information on a topic quickly and efficiently   Know hyperlinks are words, phrases, or images on a web page that allow the user to click to another web page or document  Know the purpose of each text feature and search tool   * Explain how text features and search tools help readers navigate the text and locate additional informational on a topic * Decide if information is related to a given topic * Choose the appropriate text feature or search tool to complete a task efficiently * Evaluate how text features connect to the greater text |
| 6 | * **Craft and Structure:** [CCSS.ELA-Literacy.RI.3.6](http://www.corestandards.org/ELA-Literacy/RI/3/6/) Distinguish their own point of view from that of the author of a text. | Point of View  Background Knowledge  Author’s Perspective | Know a point of view is someone’s way of thinking or position on a subject   * Identify the author’s point of view in a text   Know readers can create their own point of view when reading a text   * Identify personal POV when reading a text * Compare personal POV with the author’s in order to determine the similarities and differences   Know an author writes a text from his or her own point of view   * Describe how the author’s background and experience (differences in generation, location, social status, etc.)   Know their POV on a subject does not have to be the same as the author’s point of view  Know a POV can be influences by a person’s background or experience |
| 7 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.3.7](http://www.corestandards.org/ELA-Literacy/RI/3/7/) Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | Illustration  Diagram  Map  Photograph  Graph  Text Features  Interpret | Identify types of illustrations, such as maps, photographs, diagrams and graphs   * Use illustrations and words in a text to decide where, when, why and how important events happen   Know that illustrations and words in a text work together to give information about where, when, why, and how important events happen   * Explain how illustrations and words within a text are used to better understand the key events of the text |
| 8 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.3.8](http://www.corestandards.org/ELA-Literacy/RI/3/8/) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | Compare/Contrast  Text Structure  Cause/Effect  Sequence | Know comparisons tell the similarities and differences between two or more things  Identify comparisons within a text  Identify cause/effect and how cause/effect describe why one or more events occurred  Know that sequential order of a text describes events in the order they happened or tells the ordered steps to do or make something  Identify sequential order of a text  Know authors use different structures to present information within a text   * Explain why the connection between particular sentences and paragraphs in a text is a comparison, cause/effect of sequential order * Describe how the logical connection between particular sentences and paragraphs in a text help the reader understand the author’s point |
| 9 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.3.9](http://www.corestandards.org/ELA-Literacy/RI/3/9/) Compare and contrast the most important points and key details presented in two texts on the same topic. | Compare/Contrast  Key Details | Identify important points in informational text  Identify key details in informational text  Know that important points in a text are the most important pieces of information the author gives the reader  Know that key details in a text are pieces of information that support the important points  Know that some details are more important than others  Compare and contrast how two informational texts on the same topic present the most important points  Compare and Contrast how two informational texts on the same topic present the key details |
| 10 | **Range of Reading and Level of Text Complexity:** [CCSS.ELA-Literacy.RI.3.10](http://www.corestandards.org/ELA-Literacy/RI/3/10/) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. | Fluency  Comprehension  Genre  Fiction/Nonfiction  Literature/Informational Text | Read independently and proficiently at a 2-3 grade level  Comprehend grade level (2-3) stories, dramas, and poetry across multiple genres and sub-genres |

**CCSS ELA – Reading: Foundational Skills**

Unpacking the Standards – Grade 3

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| **Number** | **STANDARD and CCR Category** | **CONCEPTS**  **Students will know…** | **SKILLS**  **Students will be able to…** |
| 1 | **Phonics and Word Recognition:**  [CCSS.ELA-Literacy.RF.3.3](http://www.corestandards.org/ELA-Literacy/RF/3/3/) Know and apply grade-level phonics and word analysis skills in decoding words.   * [CCSS.ELA-Literacy.RF.3.3a](http://www.corestandards.org/ELA-Literacy/RF/3/3/a/) Identify and know the meaning of the most common prefixes and derivational suffixes. * [CCSS.ELA-Literacy.RF.3.3b](http://www.corestandards.org/ELA-Literacy/RF/3/3/b/) Decode words with common Latin suffixes. * [CCSS.ELA-Literacy.RF.3.3c](http://www.corestandards.org/ELA-Literacy/RF/3/3/c/) Decode multisyllable words. * [CCSS.ELA-Literacy.RF.3.3d](http://www.corestandards.org/ELA-Literacy/RF/3/3/d/) Read grade-appropriate irregularly spelled words. | Phonics  Morphology  Fluency  Affix  Root/Base Word  Parts of Speech  Syllables | Recognize common letter patterns in words   * Use common spelling patterns to help read words   Recognize common affixes  Recognize common root/base words   * Break a word into its affixes and root/base word to pronounce it   Recognize common syllable patterns in words   * Use common syllable patterns to read words   Recognize common syllable types in words  3.3a:   * Identify common prefixes and derivational suffixes * Know the meaning of common prefixes and derivational suffixes * Know how to change the meaning, the pronunciation or the spelling of a word by adding a derivational suffix   3.3b:   * Know a Latin suffix can be pronounces as a unit * Identify the Latin suffix in a word * Know how to pronounce the Latin suffix * Identify the root/base of a word * Know a Latin suffix can be one or more syllable(s) * Break a word into it’s root/base word and Latin suffix * Blend through each syllable * Blend the syllables together to make a word * Orally read a word with a Latin suffix   3.3c:   * Know spelling patterns can be pronounced different in some words * Know multisyllabic words often contain the schwa sound * Know the schwa sound can be spelled with any vowel pattern * Recognize a word with more than one syllable * Recognize word parts * Recognize the six syllable types * Identify syllable division patterns * Divide words into syllables * Break a word into its affix and root/base word * Pronounce a syllable using its syllable type * Blend syllables together * Use context to adjust/confirm pronunciation   3.3d:   * Know some words have infrequent spelling patterns * Know some spelling patterns are not pronounces the way they appear * Recognize words with unusual spelling patters * Orally read words with unusual spelling patterns |
| 2 | **Fluency:**  [CCSS.ELA-Literacy.RF.3.4](http://www.corestandards.org/ELA-Literacy/RF/3/4/) Read with sufficient accuracy and fluency to support comprehension.   * [CCSS.ELA-Literacy.RF.3.4a](http://www.corestandards.org/ELA-Literacy/RF/3/4/a/) Read grade-level text with purpose and understanding. * [CCSS.ELA-Literacy.RF.3.4b](http://www.corestandards.org/ELA-Literacy/RF/3/4/b/) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. * [CCSS.ELA-Literacy.RF.3.4c](http://www.corestandards.org/ELA-Literacy/RF/3/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Fluency  Comprehension  Purpose  Genre  Text Structure | 3.4a:   * Know there are different reasons for reading * Determine a purpose for reading * Orally read third grade text for a specific purpose * Tell or explain about what is read   3.4b:   * Know fluency includes reading with few or no errors * Know fluency includes reading at an appropriate rate * Know fluency includes reading with expression * Know fluency improves with repeated reading * Know automaticity means to read words quickly and easily * Know the structure and organization of prose * Know the structure and organize of poetry * Know reading poetry may require reading with rhythm * Know reading poetry has an emphasis on phrasing * Adjust 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   3.4c:   * Know strategies for decoding words * Know rereading can improve my understanding * Use context to confirm the pronunciation of a word * Use context to change the pronunciation of a word * Use context to confirm what is read makes sense * Reread if something does not make sense * Make changes to improve understanding/comprehension after reading * Make corrections while reading orally |