

## Common Core L for Grade 3 English Language Arts Reading: Literature

#### **Key Ideas and Details**

CCSS	Introduced	Practiced	Practiced	Assessed	Outcome
CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.					
CCSS.ELA-Literacy.RL.3.2 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.					
CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events					

#### **Craft and Structure**

CCSS	Introduced	Practiced	Practiced	Assessed	Outcome
CCSS.ELA-Literacy.RL.3.4 Determine					
the meaning of words and phrases as					
they are used in a text, distinguishing					
literal from nonliteral language.					
CCSS.ELA-Literacy.RL.3.5 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.					
CCSS.ELA-Literacy.RL.3.6 Distinguish					
their own point of view from that of the					
narrator or those of the characters.					

ntegration of Knowledg	Read	ing Literature			
ccss	Introduced	Practiced	Practiced	Assessed	Outcome
CCSS.ELA-Literacy.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)					
(RL.3.8 not applicable to literature)					
CCSS.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)					
Range of Reading and	Level of Tex	t Complexity			
CCSS	Checkpoint	Checkpoint	Checkpoint	Checkpoint	Outcome
CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.					

## Common Core Lesson Tracker for Grade 3 English Language Arts Reading: Informational Text

#### **Key Ideas and Details**

CCSS	Introduced	Practiced	Practiced	Assessed	Outcome
CCSS.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.					
CCSS.ELA-Literacy.RI.3.2 Determine					
the main idea of a text; recount the					
key details and explain how they					
support the main idea.					
CCSS.ELA-Literacy.RI.3.3 Describe					
the relationship between a series of					
historical events, scientific ideas or					
concepts, or steps in technical					
procedures in a text, using language					
that pertains to time, sequence, and					
cause/effect.					

#### **Craft and Structure**

CCSS	Introduced	Practiced	Practiced	Assessed	Outcome
CCSS.ELA-Literacy.RI.3.4 Determine					
the meaning of general academic and domain-specific words and					
phrases in a text relevant to a <i>grade</i>					
3 topic or subject area.					
CCSS.ELA-Literacy.RI.3.5 Use text					
features and search tools (e.g., key words, sidebars, hyperlinks) to locate					
information relevant to a given topic					
efficiently.					
CCSS.ELA-Literacy.RI.3.6					
Distinguish their own point of view from that of the author of a text.					
Trom that or the addition of a toxt.					

Integration of Knowledg	Inform	ational Text			
CCSS	Introduced	Practiced	Practiced	Assessed	Outcome
CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).					
CCSS.ELA-Literacy.RI.3.8  Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).					
CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.					
Range of Reading and	Level of Text	Complexity			
ccss	Checkpoint	Checkpoint	Checkpoint	Checkpoint	Outcome
CCSS.ELA-Literacy.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.					

### Common Core Lesson Tracker for Grade 3 English Language Arts Foundational Skills

i dulidational Skins									
Phonics and Word Recognition									
ccss	Introduced	Practiced	Practiced	Assessed	Outcome				
CCSS.ELA-Literacy.RF.3.3 Know an	nd apply grade-leve	I phonics and wor	d analysis skills ir	n decoding words.					
CCSS.ELA-Literacy.RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.									
CCSS.ELA-Literacy.RF.3.3b Decode words with common Latin suffixes.									
CCSS.ELA-Literacy.RF.3.3c Decode multisyllable words.									
CCSS.ELA-Literacy.RF.3.3d Read grade-appropriate irregularly spelled words.									
Fluency									
CCSS.ELA-Literacy.RF.3.4 Read wit	h sufficient accura	cy and fluency to	support comprehe	ension.					
CCSS.ELA-Literacy.RF.3.4a Read grade-level text with purpose and understanding.									
CCSS.ELA-Literacy.RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.									
CCSS.ELA-Literacy.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.									

## Common Core Lesson Tracker for Grade 3 English Language Arts WRITING

Text Types and Purposes										
CCSS	Introduced	Practiced	Practiced	Assessed	Outcome					
CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons										
CCSS.ELA-Literacy.W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.										
CCSS.ELA-Literacy.W.3.1b Provide reasons that support the opinion.										
CCSS.ELA-Literacy.W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.										
CCSS.ELA-Literacy.W.3.1d Provide a concluding statement or section.										
CCSS.ELA-Literacy.W.3.2 Write info	ormative/explanato	ry texts to examine	e a topic and conve	y ideas and inform	ation clearly.					
CCSS.ELA-Literacy.W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.										
CCSS.ELA-Literacy.W.3.2b Develop the topic with facts, definitions, and details.										
CCSS.ELA-Literacy.W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.										
CCSS.ELA-Literacy.W.3.2d Provide a concluding statement or section.					7					

CCSS	Introduced	Practiced	Practiced	Assessed	Outcome					
CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.										
CCSS.ELA-Literacy.W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.										
CCSS.ELA-Literacy.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.										
CCSS.ELA-Literacy.W.3.3c Use temporal words and phrases to signal event order.										
CCSS.ELA-Literacy.W.3.3d Provide a sense of closure.										

CCSS	Introduced	Practiced	Practiced	Assessed	Outcome
CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)					
CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)					
CCSS.ELA-Literacy.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.					
Research to Build and Pro	esent Knowl	edge			
CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.					
CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.					
(W.3.9 begins in grade 4)					

Range of Writing									
CCSS	Checkpoint	Checkpoint	Checkpoint	Checkpoint	Outcome				
CCSS.ELA-Literacy.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.									

## Common Core Lesson Tracker for Grade 3 English Language Arts Speaking and Listening

#### **Comprehension and Collaboration**

CCSS	Introduced	Practiced	Practiced	Assessed	Outcome				
CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.									
CCSS.ELA-Literacy.SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.									
CCSS.ELA-Literacy.SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).									
CCSS.ELA-Literacy.SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.									
CCSS.ELA-Literacy.SL.3.1d Explain their own ideas and understanding in light of the discussion.									
CCSS.ELA-Literacy.SL.3.2  Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.									
CCSS.ELA-Literacy.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.									

Presentation of Knowledge and Ideas						
CCSS	Introduced	Practiced	Practiced	Assessed	Outcome	
CCSS.ELA-Literacy.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.						
CCSS.ELA-Literacy.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.						
CCSS.ELA-Literacy.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 here for specific expectations.)						

# Common Core Lesson Tracker for Grade 3 English Language Arts Language

	Language						
Conventions of Standard English							
CCSS	Introduced	Practiced	Practiced	Assessed	Outcome		
CCSS.ELA-Literacy.L.3 Demonstrat speaking.	e command of the	conventions of st	andard English gra	mmar and usage v	hen writing or		
CCSS.ELA-Literacy.L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.							
CCSS.ELA-Literacy.L.3.1b Form and use regular and irregular plural nouns.							
CCSS.ELA-Literacy.L.3.1c Use abstract nouns (e.g., childhood).							
CCSS.ELA-Literacy.L.3.1d Form and use regular and irregular verbs.							
CCSS.ELA-Literacy.L.3.1e Form and use the simple (e.g., <i>I walked; I walk; I will walk</i> ) verb tenses.							
CCSS.ELA-Literacy.L.3.1f Ensure subject-verb and pronoun-antecedent agreement.*							
CCSS.ELA-Literacy.L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.							
CCSS.ELA-Literacy.L.3.1h Use coordinating and subordinating conjunctions.							
CCSS.ELA-Literacy.L.3.1i Produce simple, compound, and complex sentences.							

# Common Core Lesson Tracker for Grade 3 English Language Arts Language

#### Conventions of Standard English (CONT.)

CCSS	Introduced	Practiced	Practiced	Assessed	Outcome
0000 51 4 1 1/4			standard English a		
CCSS.ELA-Literacy.L.3.2 Demonstr	ate command of the	ne conventions of	standard English c	apitalization, punc	tuation, and
spelling when writing.			1		
CCSS.ELA-Literacy.L.3.2a Capitalize					
appropriate words in titles.					
CCSS.ELA-Literacy.L.3.2b Use commas					
in addresses.					
CCSS.ELA-Literacy.L.3.2c Use commas					
and quotation marks in dialogue.					
CCSS.ELA-Literacy.L.3.2d Form and use					
possessives.					
CCSS.ELA-Literacy.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).					
CCSS.ELA-Literacy.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.					
CCSS.ELA-Literacy.L.3.2g Consult					
reference materials, including beginning					
dictionaries, as needed to check and					
correct spellings.					

## Common Core Lesson Tracker for Grade 3 English Language Arts Language

Knowledge of Language								
CCSS	Introduced	Practiced	Practiced	Assessed	Outcome			
CCSS.ELA-Literacy.L.3.3 Use know	vledge of language	and its convention	ns when writing, sp	peaking, reading, o	r listening.			
CCSS.ELA-Literacy.L.3.3a Choose words and phrases for effect.*								
CCSS.ELA-Literacy.L.3.3b Recognize and observe differences between the								

Vocabulary Acquisition and Use							
ccss	Introduced	Practiced	Practiced	Assessed	Outcome		
CCSS.ELA-Literacy.L.3.4 Determine grade 3 reading and content, choose				ing word and phras	ses based on		
CCSS.ELA-Literacy.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.							
CCSS.ELA-Literacy.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).							
CCSS.ELA-Literacy.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).							
CCSS.ELA-Literacy.L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.							

conventions of spoken and written

standard English.

Vocabulary Acquisitio	Assessed	Assessed	Assessed	Assessed	Assessed
CSS.ELA-Literacy.L.3.5 Demonstra	ate understanding		Jage, word relation	nships and nuances	in word
neanings.	g	gg-	<b></b>		
CCSS.ELA-Literacy.L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).					
CCSS.ELA-Literacy.L.3.5b Identify real- life connections between words and their use (e.g., describe people who are friendly or helpful).					
CCSS.ELA-Literacy.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).					
ccss.ela-Literacy.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).					