

# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
Reading Literature	
Key Ideas and Details	
CC.RL.3.1.Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p><b><i>Students will:</i></b></p> <ul style="list-style-type: none"> <li>Recall facts such as how, who, what, where, or when.</li> <li>Highlight, underline, or point to the answer found in the text.</li> <li>Develop questions that can be answered explicitly from the text. This could be working with a team or partner to write questions to exchange and find the answer.</li> <li>Continue asking and answering questions to show they understand a text, and they are required to refer to the text to support their answers.</li> </ul> <p><b><i>How?</i></b></p> <ul style="list-style-type: none"> <li>Teachers use questions and prompts such as: <ul style="list-style-type: none"> <li>What are the most important events that happened in the story? How do you know?</li> <li>What lesson is this story teaching you?</li> </ul> </li> <li><b>Questioning the Text</b> <ul style="list-style-type: none"> <li>Using the think-aloud strategy; model for students how to question the text while reading. The teacher might read aloud a text printed large enough for students to see. On large sticky notes, the teacher can pose questions or wonderings as the selection is read aloud. Once the reading is complete, the teacher and students can work together to determine where they might find answers to the questions that were asked. Encourage students to repeat this process while reading individually.</li> </ul> </li> </ul>

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Key Ideas and Details	
CC.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.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Students are asked to both retell and explain how key details communicate the message. The genre of myths is added at this level.</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>Teachers use questions and prompts such as: <ul style="list-style-type: none"> <li>Where did the story take place? How do you know?</li> <li>Can you tell me how the character is feeling in this part of the story?</li> </ul> </li> <li>Using a well-known story, the teacher may model the process of recounting a story, determining how key details support the moral or lesson. In the fable of <i>The Boy Who Cried Wolf</i>, the moral of the story is that if a person consistently complains they may not be listened to in an actual emergency. The students would note the details from the story that led to him not being believed by others.</li> <li>Students may complete graphic organizers (cause &amp; effect, problem-solution) to show details supporting the lesson in a story.</li> <li><b>Comparison Matrix Organizer</b> Use a comparison matrix organizer like a T-Chart to compare and contrast one or more elements of two literary texts. Students should use specific details to identify or illustrate literary elements such as central messages, lessons or morals. Graphic organizing software is a useful multimedia tool for this activity (i.e., Inspiration, Kidspiration).</li> </ul>



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CC.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.	<p><b>Students will:</b></p> <ul style="list-style-type: none"><li>Be more specific in telling about characters concentrating on their traits, motivations, or feelings. The focus is on how characters influence plot development.</li></ul> <p><b>How?</b></p> <ul style="list-style-type: none"><li>Teachers use questions and prompts such as:<ul style="list-style-type: none"><li>Who are the characters in this story?</li><li>Can you find the reasons why the character acted this way?</li><li>How does this character affect what happens in the beginning or at the end of the story?</li></ul></li><li>Teachers model completing graphic organizers to show the relationship between events and characters of a well-known story.</li><li>Teachers provide examples of descriptions of how characters respond to events to serve as a guide to students.</li></ul> <table><tr><th colspan="5">Character Contribution Chart</th></tr><tr><th>Character</th><th>Traits</th><th>Motivation</th><th>Feelings</th><th>Contributions</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none"><li><b>Understanding Character</b><p>Students select a character from an individually or group read text. They can <i>become</i> the character to provide details about how that character’s actions impact the sequence of events in the selection. Becoming the character can include dressing like that character, creating character specific props and/or making character puppets. They should know the character well enough to explain character feelings, attitudes and motivations.</p></li></ul>	Character Contribution Chart					Character	Traits	Motivation	Feelings	Contributions					
Character Contribution Chart																
Character	Traits	Motivation	Feelings	Contributions												

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CCSS STANDARD	UNPACKING										
<b>Reading Literature</b>											
<b>Craft and Structure</b>											
CC.RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Tell the meaning of words and phrases in a text, noting the differences between literal and nonliteral language.</li> <li>Highlight and discuss figurative language as it is encountered in text.</li> <li>Illustrate the literal and figurative meanings of figurative language (e.g., he lost his head, running on empty, frog in my throat).</li> <li>Research the origins of selected idioms to reinforce understanding.</li> </ul> <table border="1"> <thead> <tr> <th>Non-Literal Phrases (idioms)</th><th>Literal Meaning</th></tr> </thead> <tbody> <tr> <td>Driving me up the wall</td><td>Annoying me</td></tr> <tr> <td>You are pulling my leg</td><td>You are not being truthful with me</td></tr> <tr> <td>Raining cats and dogs</td><td>A heavy thunderstorm</td></tr> <tr> <td>When pigs fly</td><td>Something that is impossible</td></tr> </tbody> </table> <p><i>How?</i></p> <ul style="list-style-type: none"> <li>Teachers use questions and prompts such as: <ul style="list-style-type: none"> <li>What do you do when you come to words you do not know? (use context)</li> <li>Why did the author choose this word?</li> <li>Does this word have other meanings than the way the author used it?</li> </ul> </li> <li><b>Figurative Language Fun</b> Use books like the <i>Amelia Bedelia</i> books by Peggy Parish to illustrate the differences between the literal and figurative meanings of words. Have students participate in induced imagery (mentally developing a visual picture of what has been read) and use a T-Chart to record what it literally means and what it really means as a sample text is read aloud.</li> </ul>	Non-Literal Phrases (idioms)	Literal Meaning	Driving me up the wall	Annoying me	You are pulling my leg	You are not being truthful with me	Raining cats and dogs	A heavy thunderstorm	When pigs fly	Something that is impossible
Non-Literal Phrases (idioms)	Literal Meaning										
Driving me up the wall	Annoying me										
You are pulling my leg	You are not being truthful with me										
Raining cats and dogs	A heavy thunderstorm										
When pigs fly	Something that is impossible										

	<ul style="list-style-type: none"><li>• Assign the students this prompt: “Choose an idiomatic saying. Draw a picture of the literal and figurative meaning of the saying. Write a short paragraph to explain why it is important to know what the saying really means.”</li></ul>
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<b>Reading Literature</b>	
<b>Craft and Structure</b>	
CC.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.	<p><b><i>Students will:</i></b></p> <ul style="list-style-type: none"> <li>Continue to build on story structure when writing or speaking by describing how various parts build on one another not only in stories, but in dramas and poems.</li> <li>Use information recorded on a graphic organizer to write or to speak about the text.</li> </ul> <p><b><i>How?</i></b></p> <ul style="list-style-type: none"> <li>Teachers use questions and prompts such as: <ul style="list-style-type: none"> <li>Can you tell me what the parts of this story are called (chapters, stanzas, scenes) and how they are connected or organized (time order, topic)?</li> </ul> </li> <li><b>Compare Folk Literature</b> Use a T-Chart to compare two versions of the same folktale (i.e., Galdone's <i>Three Little Pigs</i> and Sceiska's <i>The True Story of the Three Little Pigs</i>). The focus of the comparison should be the motifs commonly found in folk or traditional literature.</li> <li><b>Poetry/Comprehension</b> Using a poem such as "Eating While Reading," Gary Soto, to illustrate how each line builds meaning to the next. Have students read multiple poems aloud to each other, explaining their understanding of the poem, line-by-line, and stanza-by-stanza.</li> </ul>

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Reading Literature							
Craft and Structure							
CC.RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	<p><b>Students will:</b></p> <ul style="list-style-type: none"><li>Establish the point of view and tell how their own point of view is different from the narrator’s or the characters.</li><li>Read selections on the same topic told from different points of view.</li><li>Use graphic organizers to list supporting details from the narrator, characters, or their own point of view.</li><li>Highlight signal words or phrases that support the narrator’s, characters’, or their point of view.</li></ul> <div></div> <p><b>Point of View Chart</b></p> <table><tr><th>Author</th><th>Characters or Narrator</th><th>My Point of view</th></tr><tr><td></td><td></td><td></td></tr></table> <p><b>How?</b></p> <ul style="list-style-type: none"><li>Teachers use questions and prompts such as:<ul style="list-style-type: none"><li>Think about what you read.<ul style="list-style-type: none"><li>Do you agree with the way the characters are thinking in this story?</li><li>Do you agree with the way the narrator is thinking in this story?</li><li>How is your thinking the same or different?</li></ul></li></ul></li><li><b>Author Studies</b> Students read a collection of books written by the same author to</li></ul>	Author	Characters or Narrator	My Point of view			
Author	Characters or Narrator	My Point of view					



	<p>analyze similarities and differences in their books. For example, an author study of Chris VanAllsburg might focus on the similarities in tone and mood across several of his texts. As students complete the comparison, they can chart it on a Semantic Feature Analysis chart that lists the books down the side and the various features across the top.</p> <p>An example of this chart can be found at ReadWriteThink, at <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson240/chart.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson240/chart.pdf</a></p>
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CCSS STANDARD	UNPACKING
Reading Literature	
Integration of Knowledge and Ideas	
CC.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).	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Integrate pictures and written text to better understand different aspects of a story such as the mood, setting, and the characters.</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>Teachers use questions and prompts such as: <ul style="list-style-type: none"> <li>What do the illustrations tell you about the mood of this book?</li> <li>Can you find where the mood is described in the story?</li> <li>How do the pictures help you understand the description of the mood?</li> </ul> </li> <li><b>Mood Charades</b> With the whole group, generate a list of moods (i.e., excited, nervous, confused). Write moods on cards. Have a student pull a mood card out of a container. The student is to show the mood through facial expressions and body movements – no speaking allowed. This activity can be repeated using student drawings. Students draw the mood adding and changing details while the whole group guesses the mood.</li> <li>Using the story <i>Tops and Bottoms</i>, Janet Stevens, the teacher will demonstrate the importance of text illustrations. <ul style="list-style-type: none"> <li>Teacher asks students how vegetables grow (checking background knowledge).</li> <li>Teacher reads story without showing pictures.</li> <li>Students discuss how bear's and rabbit's crops look at the end of the first harvest.</li> <li>Teacher shows the illustration.</li> <li>Students compare their image to the illustrator's depiction.</li> </ul> </li> </ul>

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS**  
**GRADE 3**

<b>CCSS STANDARD</b>	<b>UNPACKING</b>
<b>Reading Literature</b>	
<b>Integration of Knowledge and Ideas</b>	
CC.RL.3.8. (Not applicable to literature.)	

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Integration of Knowledge and Ideas																									
CC.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).	<p><b>Students will:</b></p> <ul style="list-style-type: none"><li>Find similarities and differences in books with the same author and characters.</li></ul> <p><b>How?</b></p> <ul style="list-style-type: none"><li>Look at these two books in the same series.<ul style="list-style-type: none"><li>What is the same about the setting in the two stories? What is different?</li><li>How did these specific characters solve the problem in different ways across this series of stories?</li><li>How are the problems these specific characters face similar across this series of stories?</li></ul></li><li><b>Comparing Text Formats</b> Compare and contrast texts done in different formats (i.e., book, e-book, film). Discuss how the texts are alike and how they are different with regard to plot, theme and setting. Use online versions of graphic organizers to record responses.</li><li><b>Before Reading/During Reading/After Reading Checklist</b><table><tr><td>Characters</td><td>Who are the characters?</td></tr><tr><td></td><td>What are the character’s traits?</td></tr><tr><td>Plot</td><td>What are the events in the story?</td></tr><tr><td>Setting</td><td>Where does the story take place?</td></tr><tr><td>Point of View</td><td>Who tells the story?</td></tr><tr><td>Style</td><td>What sort of words and sentences are used?</td></tr></table></li><li><b>Three Story Map</b><table><tr><td></td><td>Ramona Quimby</td><td>Ramona the Pest</td><td>Ramona and her Father</td></tr><tr><td>Main Character</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table></li></ul>	Characters	Who are the characters?		What are the character’s traits?	Plot	What are the events in the story?	Setting	Where does the story take place?	Point of View	Who tells the story?	Style	What sort of words and sentences are used?		Ramona Quimby	Ramona the Pest	Ramona and her Father	Main Character							
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		Main Setting				
		Plot/Events				
		Theme/Lesson/Moral				
		Conclusion/Resolution				

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CCSS STANDARD	UNPACKING
<b>Reading Literature</b>	
<b>Range of Reading and Text Complexity</b>	
CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Read and understand a variety of literature at the higher end of grades 2 and 3 instructional reading level independently.</li> </ul> <p><i>How?</i></p> <ul style="list-style-type: none"> <li>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.</li> <li>Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</li> <li><b>Paired Reading Tutors</b> With a paired peer, have students start with a discussion of the title and cover of a specific text. The two students read aloud simultaneously. When the student being tutored feels comfortable, he or she may tap the table to continue read alone. The tap-the-table signal also can be used if the reader needs assistance from the tutor with an unfamiliar word.</li> </ul>

# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
Reading Informational Text	
Key Ideas and Details	
CC.RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p><b><i>Students will:</i></b></p> <ul style="list-style-type: none"> <li>• Refer to the text to support their answers.</li> <li>• Identify the main idea and find the most important details that strengthen the main idea.</li> <li>• Recall facts such as how, who, where, or when of a given text.</li> </ul> <p><b><i>How?</i></b></p> <ul style="list-style-type: none"> <li>• Teachers connect this skill to Science or Social Studies lessons.</li> <li>• Students highlight, underline, or point to the answer found in the text.</li> <li>• Students work in teams or partners to write and exchange questions.</li> <li>• Teachers use questions and prompts such as:</li> <li>• Think about what you read and create your own questions (being sure to refer to the text) about an important idea. <ul style="list-style-type: none"> <li>○ What is the main idea of this text?</li> <li>○ How do you know?</li> <li>○ What are the important ideas in this text? How do you know?</li> </ul> </li> <li>• <b>Informational Reading/Note Taking</b>  Reading biographies of artists and musicians provides an opportunity for students to focus on noting important information in the text. Tell students that while they are reading or listening to someone else read a biography, they should note the key events that occur in the subject's life. Have students recall and generate a list of the key question words to consider such as "who, where, when, why, what, and how." Divide students into small groups and assign each group a question stem. Have students create a chart with the questions down the left hand column of the chart. Then create a similar chart on the board or a notepad in the front of the room. Using the key question words to guide comprehension, read aloud a biography of a famous person such as the singer Marian Anderson. As</li> </ul>

	<p>students hear answers to their questions have them raise their hands. Write answers on a class chart and have the students write the information on their own charts.</p>
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Reading Informational Text												
CC.RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	Key Ideas and Details											
	<b>Students will:</b> <ul style="list-style-type: none"><li>Tell how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect.</li><li>Read a variety of informational text sources and use graphic organizers to show key ideas and details that support them</li></ul> <b>How?</b> <ul style="list-style-type: none"><li>Teachers use questions and prompts such as:<ul style="list-style-type: none"><li>How are the important ideas connected to the main idea?</li><li>Which step comes first? After that?</li><li>Teachers model using a graphic organizer to explain how key details support the main idea.</li></ul></li></ul>											
	<table><tr><td colspan="3">Main Idea:</td></tr><tr><td>Detail</td><td>Detail</td><td>Detail</td></tr><tr><td colspan="3">Conclusion</td></tr></table>			Main Idea:			Detail	Detail	Detail	Conclusion		
	Main Idea:											
	Detail	Detail	Detail									
Conclusion												
<ul style="list-style-type: none"><li><b>Class Discussion/Informational Text</b> Read aloud two books with similar topics, such as: <i>A Drop of Water: A Book of Science and Wonder</i>, Walter Wick and <i>A Drop Around the World</i>, Barbara Shaw McKinney. As you read the books, discuss the following questions:<ul style="list-style-type: none"><li>What is the main idea of the book? Of each section?</li><li>What are the key points used to create the main idea?</li><li>How are the two books similar?</li><li>How are they different?</li><li>What are the text features used by the authors/illustrators to teach more about a drop of water?</li><li>Do these books have the same purpose?</li></ul></li></ul>												

	<ul style="list-style-type: none"><li>• Does one of the books teach more than the other?</li><li>• How could one of the books be improved?</li></ul>
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Reading Informational Text									
<b>Key Ideas and Details</b>									
CC.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.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>Structures of Informational Text Signal Words <table border="1"> <tr> <th>Structure</th><th>Signal Words</th></tr> <tr> <td>Cause/Effect Problem/Solution</td><td>because, due to, since, as a result, consequently,</td></tr> <tr> <td>Compare &amp; Contrast</td><td>like, just as, similar, both, also, too, unlike, different, but</td></tr> <tr> <td>Time Order Chronological Order Sequence</td><td>before, first, during, after, then, next, finally, last, now, when</td></tr> </table> </li> <li>Teachers use questions and prompts such as: <ul style="list-style-type: none"> <li>What happened first? What happened after that?</li> <li>Can you tell me how these ideas are the same? Can you tell me how they are different?</li> </ul> </li> </ul>	Structure	Signal Words	Cause/Effect Problem/Solution	because, due to, since, as a result, consequently,	Compare & Contrast	like, just as, similar, both, also, too, unlike, different, but	Time Order Chronological Order Sequence	before, first, during, after, then, next, finally, last, now, when
Structure	Signal Words								
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CCSS STANDARD	UNPACKING
Reading Informational Text	
Craft and Structure	
CC.RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	<p><b><i>Students will:</i></b></p> <ul style="list-style-type: none"> <li>Continue to find the meanings of general vocabulary words specific to third grade topics or subjects.</li> </ul> <p><b><i>How?</i></b></p> <ul style="list-style-type: none"> <li>Teachers incorporate academic and domain specific vocabulary words on a focus wall or word wall.</li> <li>Teacher models (through thinking aloud) use context clues to determine a word or phrase: <ul style="list-style-type: none"> <li>Look at the illustration or graph.</li> <li>Use background knowledge regarding the subject.</li> <li>Look at the sentence before and after to help build meaning.</li> <li>Use morphology, affixes, and Greek &amp; Latin roots to help arrive at meaning.</li> </ul> </li> <li>Teachers use questions and prompts such as:</li> <li>What do you do when you come to words you do not know? (glossary, use context)</li> <li>What features in the text help you find important information about what you are reading?</li> <li>How do the key words help you as you read this text?</li> <li><b>Language Activity/Acrostic Poem</b> Using the formatted Preamble text below, give students the following instructions: “Choose a key word (in bold) from the Preamble. Look up the meaning in the dictionary, practice using it in a sentence, and then create an acrostic poem showing what the word means. Include defining phrases, simple similes, or synonyms in the poems.” You may want to do one as a class example and then have the students work independently or put the students with partners to complete the task.</li> </ul>

	<p>“We the People of the United States, in Order to form a more perfect <b>Union</b>, establish <b>Justice</b>, insure domestic <i>Tranquility</i>, provide for the common <b>defense</b>, promote the general <b>Welfare</b>, and secure the Blessings of <i>Liberty</i> to ourselves and our <b>Posterity</b>, do ordain and establish this <b>Constitution</b> for the United States of America.”</p>
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Reading Informational Text	
Craft and Structure	
CC.RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Continue to use the unique features and organization of informational text (text features and search tools) to find and manage information specific to the topic.</li> <li>Be able to use timelines and primary source materials (e.g., photos, artifacts, maps) to locate information on a social studies topic studied (e.g., exploration of New World, Ancient Greece and Rome, immigration to the United States).</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>Teachers use questions and prompts such as: <ul style="list-style-type: none"> <li>How do sidebars help you?</li> <li>What does the author want the reader to understand about this topic?</li> </ul> </li> <li><b>Diagramming Text Features</b> <ul style="list-style-type: none"> <li>Choose a book that has good examples of text features (e.g., cross-section diagram, table) such as <i>The Cod's Tale</i> by Mark Kurlansky. Create a list of all the text features the students will see in the book. Display the text as you read, instructing students to look for text features as you turn each page. Give each student one Post-It. As they spot a text feature, have them write the page number on the Post-It and put it by the name of the text feature on the list. Discuss the purpose of each text feature in general and in the text you are reading.</li> <li>Students can use a photocopy of a page from a children's informational magazine such as <i>Time for Kids</i> or <i>National Geographic Kids</i> (these can often be found on the magazine websites and copied for classroom use without violating copyright) and using colored sticky notes label the text features common to informational text (i.e., headings, illustrations, charts, maps).</li> </ul> </li> </ul>

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CCSS STANDARD	UNPACKING						
Reading Informational Text							
<b>Craft and Structure</b>							
CC.RI.3.6. Distinguish their own point of view from that of the author of a text.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Compare their point of view with the author's point of view.</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>Teachers model using a graphic organizer to distinguish their point of view from that of the author in informational text.</li> </ul> <table border="1" style="margin-left: 40px;"> <tr> <td colspan="2">Subject</td></tr> <tr> <td>Author's Point of View</td><td>My Point of View</td></tr> <tr> <td>Evidence</td><td>Evidence</td></tr> </table> <ul style="list-style-type: none"> <li>Teachers use questions and prompts such as: <ul style="list-style-type: none"> <li>Think about what the author is telling you in this text. <ul style="list-style-type: none"> <li>Do you agree or disagree with the author's thinking?</li> </ul> </li> <li>Read aloud two books with similar topics, such as: <i>A Drop of Water: A Book of Science and Wonder</i>, Walter Wick, and <i>A Drop Around the World</i>, Barbara Shaw McKinney. As you read the books, discuss the following questions: <ul style="list-style-type: none"> <li>What is the main idea of the book? Of each section?</li> <li>What are the key points used to create the main idea?</li> <li>How are the two books similar?</li> <li>How are they different?</li> <li>What are the text features used by the authors/illustrators to teach more about a drop of water?</li> <li>Do these books have the same purpose?</li> <li>Does one of the books teach more than the other?</li> <li>How could one of the books be improved?</li> </ul> </li> </ul> </li> </ul>	Subject		Author's Point of View	My Point of View	Evidence	Evidence
Subject							
Author's Point of View	My Point of View						
Evidence	Evidence						

# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

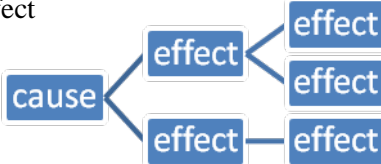
## GRADE 3

CCSS STANDARD	UNPACKING
Reading Informational Text	
Integration of Knowledge and Ideas	
CC.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).	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use various media (maps, diagrams, photos, audios) to understand specific information in the text.</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>Teachers use questions and prompts such as: <ul style="list-style-type: none"> <li>How does the diagram/image help you understand what you are reading?</li> </ul> </li> <li>Using a book such as <i>What the World Eats</i>, Faith D’Aluisio and Peter Menzel, discuss the differences in the way people eat around the world. Challenge the students to think critically about nutrition, their eating habits, and the way other cultures look at food. Use the following questions to guide the discussion: <ul style="list-style-type: none"> <li>What do you think the authors were trying to say in this text?</li> <li>Can you support your opinion with evidence from the text?</li> <li>How did the illustrations support the ideas in the print part of the text?</li> <li>Do you think the authors fairly described the way people in the United States eat?</li> </ul> </li> <li>Finally, assign an opinion writing piece: “Some people eat more healthy food than other people. In your opinion, do you think there should be laws passed to tell people what they can and cannot eat? Support your answer with strong reasons.”</li> </ul>



# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
Reading Informational Text	
Integration of Knowledge and Ideas	
CC.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).	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Make a clear link between sentences and paragraphs when reading informational text.</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>Teachers use questions and prompts such as:             <ul style="list-style-type: none"> <li>Read these two paragraphs.                     <ul style="list-style-type: none"> <li>Can you tell how the ideas in the two paragraphs are connected? (time order, comparison of events/ideas, cause/effect)</li> </ul> </li> <li>Can you find the part of the text that comes after this part?</li> <li>Can you find the next step/event/idea?</li> <li>What particular words or sentences help you know what comes next?</li> <li>Teachers model using different graphic organizers with text.</li> <li>Cause &amp; Effect</li> </ul> </li> </ul> 

# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
Reading Informational Text	
Integration of Knowledge and Ideas	
CC.RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	<p><b><i>Students will:</i></b></p> <ul style="list-style-type: none"> <li>Find similarities and differences about important details when reading about two texts that share the same topic.</li> </ul> <p><b><i>How?</i></b></p> <ul style="list-style-type: none"> <li>Teachers use questions and prompts such as:             <ul style="list-style-type: none"> <li>What is the same about the points presented in these two texts? What is Different?</li> </ul> </li> <li><b>Compare/Contrast</b> <ul style="list-style-type: none"> <li>Students create a visual or graphic organizer to compare and contrast information presented about a topic from two different sources. An alternative to this activity would be to have students do a comparison between a nonfiction text and a fictional text based on the same subject.</li> </ul> </li> <li>Examples of texts to pair:             <ul style="list-style-type: none"> <li><i>Diary of a Worm</i> by Doreen Cronen ..... <i>Wiggling Worms at Work</i> by Wendy Pfeffer and Steve Jenkins</li> <li><i>Everybody Needs a Rock</i> by Byrd Baylor ..... <i>Rocks</i> by Sally Walker</li> <li><i>Sharing the Seasons</i> by Lee Bennett Hopkins .... <i>The Reasons for Seasons</i> by Gail Gibbons</li> </ul> </li> <li>Teachers use Social Studies Standards or Science to select appropriate topics.</li> <li>Students select various forms of text, brochures, web sites, newspapers, magazines, or books to compare.</li> <li>Students complete graphic organizers (T-chart, 2-column chart, Venn diagram) to illustrate their comparisons.</li> <li>Example of graphic organizer:</li> </ul>

	Topic	
	Text #1	Text #2
	Most important Point	Most Important Point
	Key Details	Key Details
	Similarities	
	Differences	

# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
<b>Reading Informational Text</b>	
<b>Range of Reading and Level of Text Complexity</b>	
CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Read and understand a wide range of informational texts, within the higher end of second to third grade text level efficiently, by the end of the year.</li> </ul> <p><i>How?</i></p> <ul style="list-style-type: none"> <li>• Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.</li> <li>• Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</li> <li>• <b>Technical Text</b> <ul style="list-style-type: none"> <li>• Introduce technical text into content-area work. For example, use recipes/cookbooks when discussing fractions in mathematics. Use game directions (from popular board games) when studying the compass rose in geography.</li> </ul> </li> <li>• <b>Graphics Grabbers</b> <ul style="list-style-type: none"> <li>• Brainstorm a list of graphics common to nonfiction texts. Students keep a tally of the graphic types they find as they skim nonfiction texts in a variety of formats (i.e., newspapers, magazines, books, websites).</li> </ul> </li> </ul>

# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
Reading Foundational Skills	
Phonics and Word Recognition	
<p>CC.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>Decode words with common Latin suffixes.</li> <li>Decode multisyllable words.</li> <li>Read grade-appropriate irregularly spelled words.</li> </ol>	<p><b><i>Students will:</i></b></p> <ul style="list-style-type: none"> <li>Continue learning specific strategies for decoding words in texts. Learning prefixes and suffixes along with Latin suffixes enhances decoding, spelling ability, and vocabulary development.</li> <li>Create words based on meaning (e.g., it was not opened = it was unopened, it was not zipped= it was unzipped, it was a beauty = it was beautiful, he was full of care= he was careful).</li> <li>Identify and highlight selected phonics or word analysis skills in text.</li> <li>Create different meaning of text by implementing prefixes and suffixes.</li> <li>Sort multi-syllabic words into syllable types.</li> </ul> <p><b><i>How?</i></b></p> <ul style="list-style-type: none"> <li>Teachers use questions and prompts such as: <ul style="list-style-type: none"> <li>Does that sound right? Does that look right?</li> <li>Does that make sense?</li> <li>Look at the end of the word and try that again.</li> <li>Look for chunks you know and say them.</li> <li>Look at the word, does it look like ...?</li> <li>You said ...does it look like ...?</li> </ul> </li> <li><b>Sort by Affix</b> Have students keep a record of words with affixes they encounter as they are reading. Have students do a word sort based on words that have prefixes or suffixes. Have students do another sort by specific prefix (i.e., words that begin with un- or re-).</li> </ul>

	<ul style="list-style-type: none"><li>• <b>Syllabication</b> Use words from texts students are currently reading to practice syllabication. Encourage students to identify syllables by chunking syllables, pointing out that each syllable has its own vowel sound. Students also may use color coding, highlighter tape, a Smart Board mask or flipbooks within words to help with pronunciation.</li></ul>
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# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
Reading Foundational Skills	
Fluency	
<p>CC.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Read with sufficient accuracy and fluency to support comprehension.</li> <li>Process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage still benefit from opportunities to read texts multiple times at an independent level.</li> </ul> <p><i>How?</i></p> <ul style="list-style-type: none"> <li><b>Guided Repeated Oral Reading</b> This strategy encourages oral reading with targeted/focused guidance from the teacher. Specific ideas for teaching this strategy can be found at Reading Rockets, <a href="http://www.readingrockets.org/article/67">www.readingrockets.org/article/67</a>.</li> <li><b>Modeling</b> Read aloud frequently and with expression from a variety of genres and styles.</li> <li>Teachers use questions and prompts such as: <ul style="list-style-type: none"> <li>Make your reading sound like the characters are talking.</li> <li>Go back and reread when it doesn't sound or look like you think it should.</li> </ul> </li> </ul>

# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
Writing	
Text Types and Purposes	
<p>CC.W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> <li>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>Provide reasons that support the opinion.</li> <li>Use linking words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, <i>for example</i>) to connect opinion and reasons.</li> <li>Provide a concluding statement or section.</li> </ol>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Write opinion pieces that clearly state their preferences and supply the reasoning for their thinking.</li> <li>Begin to build an argument by linking their ideas together.</li> <li>Engage in behaviors (turn and talk, small group discussion, and writing and speaking activities) that lead to the expression of ideas both verbally and in writing.</li> <li>Use writing as a tool for thinking through issues, solving problems, investigating questions, conveying and critiquing information, and expressing real or imagined experiences.</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>Students need to understand how their reasoning supports their opinion and be able to share this thinking.</li> <li>Give the students this prompt: “Choose the most interesting mythical character in your opinion. Be sure to support your opinion with strong reasons and to connect your writing to specific parts of the myth. Be sure also to use linking words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, and <i>for example</i>) to connect your opinion and reasons. Provide a concluding statement.”</li> <li><b>Persuasive Writing Map</b> This is an interactive tool that students use to develop a persuasive writing selection. It helps students understand the ways to use facts and how to support them. Find it at <a href="http://www.readwritethink.org/files/resources/interactives/persuasion_map/">http://www.readwritethink.org/files/resources/interactives/persuasion_map/</a></li> </ul>



# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
Writing	
Text Types and Purposes	
<p>CC.W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, and details.</li> <li>Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</li> <li>Provide a concluding statement or section.</li> </ol>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Write informative/explanatory pieces.</li> <li>Choose facts, definitions, and details to use within their writing that clarify their thinking about a topic.</li> <li>Include both an introduction and a concluding statement or section in their writing.</li> <li>Continue to build strategies for introducing concepts (such as beginning with a fact, dialogue, or question about the topic) and concluding their thoughts (learning to write summary statements) when writing.</li> <li>Use transitional words to show order of events and write with complex sentences to link the parts of their writing together.</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>The emphasis of this standard is the structure of expository writing. It includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. Informative or explanatory texts present facts, opinions, define terms, and provide examples to inform the reader.</li> <li>Students need strategies for researching a topic (gathering data), selecting relevant information (note taking), grouping like ideas, and developing a way to present the ideas from beginning to end (format and organization of written presentation).</li> <li>Informative or explanatory texts present facts, opinions, define terms, and provide examples to inform the reader. The writing can support research, observations, or experiences.</li> <li>Transition words can help students organize and summarize.</li> </ul>

# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
<b>Writing</b>	
<b>Text Types and Purposes</b>	
<p>CC.W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>Use temporal words and phrases to signal event order.</li> <li>Provide a sense of closure.</li> </ol>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Write real and imaginative stories.</li> <li>Use description to show characters' thoughts and feelings as well as the details of characters' interaction through dialogue.</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>As students develop characters and use dialogue, they will need to understand how to introduce characters and how to engage characters in conversation in their writing.</li> <li>"Interview one of your family members (e.g., a parent, grandparent, or aunt) to learn a family story. Save the story by taking notes or by recording it digitally. Use the story you record to write a narrative." This writing project should be worked on over an extended period of time, revising and editing using the standards as guidance.</li> </ul>

# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
<b>Writing</b>	
<b>Production and Distribution of Writing</b>	
CC.W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Produce writing that is clear and understandable to the reader.</li> <li>• Benefit from targeted instruction that focuses on their specific needs in the form of mini lessons and whole class instruction.</li> <li>• Generate ideas through a variety of activities such as brainstorming, graphic organizing, drawing, and discussing.</li> <li>• Be aware of the purpose of writing for the intended audience.</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>• Task (type of writing assignment) and purpose (the writer's designated reason for writing) should be reflected in the student's organization and development of a topic.</li> <li>• Teachers facilitate students creating classroom rules.</li> <li>• Teachers model the writing process in creating functional writing (e.g., thank you notes or messages to guest speakers, volunteers).</li> <li>• Teachers have students select possible from the Social Studies (Strand 1 &amp; 2) and Science Standards.</li> <li>• Students participate in group writing of functional text (e.g., letters, thank you notes) during community service projects.</li> <li>• Students will place historical events from content studied in social studies in chronological.</li> </ul>

# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
Writing	
Production and Distribution of Writing	
CC.W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<p><b><i>Students will:</i></b></p> <ul style="list-style-type: none"> <li>• Develop revising and editing skills with assistance.</li> <li>• Understand how to change word choice and sentence structure in their writing to strengthen their piece.</li> <li>• Develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance.</li> </ul> <p><b><i>How?</i></b></p> <ul style="list-style-type: none"> <li>• Teachers model refining a rough draft for clarity and effectiveness: <ul style="list-style-type: none"> <li>• Evaluate the draft for use of ideas, content, organization, voice, word choice, and sentence fluency.</li> <li>• Add details to the draft to more effectively accomplish the purpose.</li> <li>• Rearrange the words, sentences, and paragraphs to clarify meaning</li> <li>• Use a combination of sentence structures such as simple and compound sentences to improve the fluency.</li> <li>• Modify word choice to enhance the writing.</li> <li>• Apply tools or strategies such as peer review, checklists, and rubrics</li> <li>• Use resources and reference materials to select precise vocabulary.</li> </ul> </li> <li>• Students proofread the draft a correct it for appropriate conventions: <ul style="list-style-type: none"> <li>• Identify punctuation, spelling, and grammar and usage errors in the draft. Use resources such as dictionaries and word lists to correct conventions. Apply proofreading marks to indicate changes.</li> </ul> </li> <li>• <b>Playing at Revision</b> To help students understand how to revise, give them fun things to add to their existing writing. For example, ask every student to add five sensory details to what they have already written. As an alternative, have students revise a piece of writing from a book they are currently reading by adding dialogue or visual images.</li> <li>• <b><i>“Peer Edit with Perfection: Effective Strategies,”</i></b> by Sarah Dennis-</li> </ul>

	<p>Shaw provides step-by-step practice for peer editing. It is from the site ReadWriteThink, a professional resource collaboratively designed by the International Reading Association and the National Council of Teachers of English. Find it at <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/peer-edit-with-perfection-786.html">http://www.readwritethink.org/classroom-resources/lesson-plans/peer-edit-with-perfection-786.html</a></p>
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# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
<b>Writing</b>	
<b>Production and Distribution of Writing</b>	
CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Developing strategies with peers and adults to use digital tools.</li> <li>• Use technology for producing and publishing writing and collaborating with others.</li> <li>• Use keyboarding skills to publish their writing.</li> </ul> <p><i>How?</i></p> <ul style="list-style-type: none"> <li>• Teachers provide models of published writings as examples of expectations.</li> <li>• Teachers have students select possible topics from the Social Studies (Strand 1 &amp; 2) and Science Standards.</li> <li>• Students may work with a partner or small groups to collaborate and critique their work.</li> </ul>

# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
<b>Writing</b>	
<b>Research to Build and Present Knowledge</b>	
CC.W.3.7. Conduct short research projects that build knowledge about a topic.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Research a topic on their own.</li> <li>• Understand that the research process is about asking questions and searching for answers that may be presented in a variety of media.</li> </ul> <p><i>How?</i></p> <ul style="list-style-type: none"> <li>• Teachers create a rubric to inform students the expectations of the assignment.</li> <li>• Have each child choose an invention they love (e.g., an iPod or a bicycle). If students prefer, allow them to choose a painting by one of the featured artists or a song performed by one of the featured musicians (see Art, Music, and Media). Students will then research who invented the object. Have students create a presentation of the information they discover about the inventor of their favorite object. Allow students to photograph the object so that they can display an image of it while they tell about the history of their invention. If students picked a work of art or song, display a photograph or play a recording as the student shares their research. Require students to answer the guiding question stems (“who, where, when, why, what, and how”) in their presentations.</li> <li>• <b>Conducting Research</b> <ul style="list-style-type: none"> <li>• Successful research projects happen when students follow the Research Cycle: <ul style="list-style-type: none"> <li>• <i>Defining/Questioning</i> – Find an interesting topic, develop questions about it</li> <li>• <i>Locating</i> – Search for resources related to the topic</li> <li>• <i>Selecting</i> – Choose information from the resources, make notes</li> <li>• <i>Organizing</i> – Organize the information, write a draft</li> <li>• <i>Presenting</i> – Share the research</li> <li>• <i>Evaluating</i> – Self reflection</li> </ul> </li> </ul> </li> </ul>

# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
<b>Writing</b>	
<b>Research to Build and Present Knowledge</b>	
CC.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.	<p><b><i>Students will:</i></b></p> <ul style="list-style-type: none"> <li>• Learn how to locate information from print and digital sources as well as integrate information from their own experiences.</li> <li>• Take notes and organize their information into categories provided by the teacher.</li> <li>• Know how to choose online sources and how to select the information they need from each source.</li> <li>• Know how to link the new information they learn online with offline sources.</li> </ul> <p><b><i>How?</i></b></p> <ul style="list-style-type: none"> <li>• The emphasis of this standard is on the gathering information and recalling prior knowledge to prepare students for writing a research paper.</li> <li>• Students, with teacher guidance, will create categories to organize note taking.</li> <li>• Teachers will model organizing notes in a meaningful sequence.</li> <li>• Students list the source of their information (book, internet).</li> <li>• Teachers use Social Studies Standards or Science to select appropriate topics.</li> <li>• Items such as, graphic organizers, check sheets, lists of appropriate websites and rubrics to evaluate technical tools will be helpful to students.</li> <li>• <b>Know – Want to Know – Learned Chart</b> Use a K-W-L chart. Have students discuss where they may find the answers to their questions, do research about what they want to learn and record it in the appropriate place on the chart. A printable resource for students can be found at</li> </ul>



	<p><a href="http://www.teachervision.com.au/tv/printables/scottforesman/read3_U5_WP.pdf">http://www.teachervision.com.au/tv/printables/scottforesman/read3_U5_WP.pdf</a> This site includes the full process of developing a research report and shows a sample of one student's work, which can be used as a classroom model.</p> <ul style="list-style-type: none"><li>● Assign to the students a research project on a planet other than earth. Create a display of many books on the planets and have students choose a book with which to start their research. Using the key words "where, when, why, and how key events occur," students should begin by creating a list of questions they want to answer through their research. The generating of questions could happen as a class if students need modeling of the process. Give students large index cards with each question on one side and have them write the answers on the other side. When they are finished finding the answers, have them use these cards to write a report on the planet. As students revise, they should focus on word choice to make their reports as literary and interesting</li></ul>
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**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS**  
**GRADE 3**

<b>CCSS STANDARD</b>	<b>UNPACKING</b>
<b>Writing</b>	
<b>Research to Build and Present Knowledge</b>	
CC.W.3.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	(Begins in grade 4)

# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
Writing	
Range of Writing	
CC.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.	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Produce numerous pieces of writing over various time frames to develop skills in research and allow time for reflection and revision.</li> <li>• Learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose.</li> <li>• Develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources.</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>• <b>Cross-Genre Expressions</b> <ul style="list-style-type: none"> <li>• Using a current topic of study, have students write about it in multiple formats. For example, in a unit on rocks, ask students to do a research report, a visual display, a poem and a drama about the topic.</li> </ul> </li> <li>• Task (type of writing assignment), audience (the intended reader), and purpose (the writer's designated reason for writing) should be reflected in the student's development of a topic related to the content area for which they are writing about.</li> <li>• Teachers model different purposes for writing (e.g., an assignment, a test, note-taking, journal entry) and the need to be organized.</li> <li>• Teachers provide a frame-work to assist students in using time management skills.</li> <li>• Teachers set time allotments, when appropriate, for students to produce a writing product.</li> </ul>

# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
Language	
Conventions of Standard English	
<p>CC.L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>Form and use regular and irregular plural nouns.</li> <li>Use abstract nouns (e.g., <i>childhood</i>).</li> <li>Form and use regular and irregular verbs.</li> <li>Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses.</li> <li>Ensure subject-verb and pronoun- antecedent agreement.*</li> <li>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>Use coordinating and subordinating conjunctions.</li> <li> <ol style="list-style-type: none"> <li>Produce simple, compound, and complex sentences.</li> </ol> </li> </ol>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Emphasis expands to include subject-verb agreement, comparative and superlative adjectives and adverbs, and more complex sentences.</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>Third grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.</li> <li>Teachers identify conventions and spelling patterns in context as it appear in writing, speaking and literature.</li> <li>Teachers provide text with convention errors. Students will identify and correct errors.</li> <li>Students identify given conventions and spelling patterns in context.</li> <li><b>Photography</b> Use images to prompt attention to vivid detail and the use of descriptive adjectives. Images can be taken from royalty-free image sites. Often, calendars from previous years have images that are good for this activity. Students also may want to bring in photos to trade with other students for this activity.</li> </ul>

# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
Language	
Conventions of Standard English	
<p>CC.L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize appropriate words in titles.</li> <li>Use commas in addresses.</li> <li>Use commas and quotation marks in dialogue.</li> <li>Form and use possessives.</li> <li>Use conventional spelling for high-frequency and other studied words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</li> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ol>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Become more adept at ending punctuation, comma usage, appropriate use of capitalization, and are using spelling patterns and generalizations in writing.</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>Students need regular exposure to appropriate conventions through direct instruction. The students should have a variety of opportunities to participate in capitalization, punctuation, and spelling activities which increase in complexity through the year. Teachers can demonstrate the use of the conventions through modeling, identifying use in literature, and providing opportunities for correcting samples.</li> <li><b>What Did You Say?</b> Write a single sentence on three sentence strips, varying the ending punctuation on each. Have students read sentences as they are punctuated. This activity can be adapted to include commas within the sentences to note how meaning is changed depending on where pauses are placed.</li> </ul>

# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
Language	
Knowledge of Language	
<p>CC.L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrases for effect.</li> <li>Recognize and observe differences between the conventions of spoken and written Standard English.</li> </ol>	<p><b><i>Students will:</i></b></p> <ul style="list-style-type: none"> <li>Use what they know about HOW language works when they write, speak, read, and listen.</li> <li>Develop strategies for choosing words for effect and comparing written and spoken Standard English.</li> </ul> <p><b><i>How?</i></b></p> <ul style="list-style-type: none"> <li>In order to do so, students will need strategies for reading across various authors and genres to compare writing styles and effects of language usage.</li> <li><b>Beginnings and Endings</b> Read aloud first and/or last lines from age-appropriate stories. Have students talk about what “grabbed their attention.” Create a brainstorm list of the ways these authors used their “craft” to engage readers.</li> <li><b>She Said, He Said</b> Brainstorm a list of words to replace the word <i>said</i>. Post the list for students to use when crafting their own narratives. There are a number of pre-made lists available online, but lists created by the students in a classroom are often the ones most remembered. This activity can be repeated with other commonly over-used words (i.e., interesting, nice, things, happy). Chart the words and display around the classroom for students to use when doing independent writing.</li> </ul>

# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
Language	
Vocabulary Acquisition and Use	
<p>CC.L.4.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</li> <li>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</li> <li>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ol>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts.</li> <li>Understand the diversity in Standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes.</li> <li>Segment multi-syllabic words into meaningful parts or build multi-syllabic words.</li> <li>Create a web showing new words formed from a known root. (struct: construct, construction, destruction, etc).</li> <li>Use illustrations or graphics to determine the meaning of unknown word.</li> <li>Use glossaries or student-friendly dictionaries to look up the word.</li> <li>Use context, information within a sentence or adjacent sentences, to determine meanings of unknown words.</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>Students need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.</li> <li>Read several books that use idioms in the story (e.g., the <i>Amelia Bedelia</i> series) or a book that uses idioms as the text (e.g., Terban's work). Then assign the students this prompt: "Choose an idiomatic saying. Draw a picture of the literal and figurative meaning of the saying. Write a short paragraph to explain to someone like Amelia Bedelia why it is important to know what the saying really means." See here for more idioms.</li> <li>Divide students into groups of three or four and give them one of the</li> </ul>

	<p>key words (“people,” “Preamble,” or “presidency”). Ask them to write the word on a poster in large bold print. Then have them use their semantic maps to create symbols, pictures, and synonyms that illustrate the rich meaning of each word.</p>
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# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
Language	
Vocabulary Acquisition and Use	
<p>CC.L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</li> <li>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</li> </ol>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Learn words by exploring different shades of meaning and literal and nonliteral meanings for words and phrases.</li> <li>Grow vocabulary by using known word parts (affix, root) to acquire unknown words.</li> <li>Develop print and digital reference use (glossary and dictionary).</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>Teacher will list related words (synonyms) on separate cards and have student or groups of students place them in a continuum from one intensity to another (e.g., nervous, anxious, hesitant).</li> <li>Teacher will introduce words with both literal and non-literal meanings, as well as familiarize students with idiomatic language.</li> <li>Students will use thesaurus to build a journal of commonly used words or phrases to select from in their writing.</li> <li>Have students look up the word “know” in an online thesaurus. Create a horizontal line on the board with “wonder” at one end and “know” at the other. To show shades of meaning, discuss the placement of other “state of mind” words (i.e., the synonyms and antonyms of “know”) on the scale. Repeat this activity with verbs and /or adjectives (such as “warm”) that come up in student reading.</li> <li><b>Fray Model</b> The Frayer Model is a graphical organizer used to define words and acquire new vocabulary. The graphic has four squares that include: <ul style="list-style-type: none"> <li>A definition of the word/concept</li> <li>A description of its essential characteristics</li> <li>Examples of the word/concept</li> <li>Non-examples of the word/concept</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>• <b>Semantic Mapping</b></li></ul>
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Make a web that supports understanding of the key features of a word or concept. Create a chart that has the targeted word in the center, with four boxes around it. Each box has a different activity associated with the word, such as synonyms, antonyms, illustration, and definition and use.

# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
Language	
Vocabulary Acquisition and Use	
CC.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., <i>After dinner that night we went looking for them</i> ).	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>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., <i>After dinner that night we went looking for them</i>).</li> <li>Be able to highlight signal, spatial, and temporal words in context.</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>Teachers explicitly teach signal words and phrases (e.g., in conclusion, however, in addition), academic words (e.g., identify, illustrate, retrieve) and Strand-specific words (e.g., hypothesis, photosynthesis, volcano).</li> <li>“Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children.”</li> <li>“General academic vocabulary (Tier 2) words appear in all sorts of texts; informational, technical texts, and literary texts.”</li> <li>“Domain-specific vocabulary (Tier 3) words are specific to a domain or field of study and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature.”</li> </ul>

# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
<p>CC.SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>Explain their own ideas and understanding in light of the discussion.</li> </ol>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Engage in conversations about grade-appropriate topics and texts.</li> <li>Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.</li> <li>Engage in collaborative conversations (such as book groups, literature circles, buddy reading).</li> <li>Develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' ideas, sharing the floor, etc).</li> </ul> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>Students will need ample opportunities to take part in a variety of rich, structured conversations.</li> <li><b>Class Discussion/Poetry</b> Read two poems aloud that have similar topics such as: "Sleepy Pearl" (Frances Gorman Risser) and "Do Oysters Sneeze" (Jack Prelutsky)</li> <li>Ask the students the following questions: <ul style="list-style-type: none"> <li>What do you think is the message of each poem? Cite evidence from the poem, by stanza and line that hints at the meaning.</li> <li>How are these poems similar? How are they different?</li> <li>Which of the poems do you think is the best? Why?</li> </ul> </li> <li><b>Jigsaw</b> Students draw a card with a section of the topic on it. They research their assigned topics and get in groups with classmates who have the same assigned topic. Students in each group share their information with each other and collaboratively come up with a way to explain and teach their assigned topic to students who had</li> </ul>

	<p>different topics. Groups are re-formed so a representative for each topic is included and share their assigned topic material with each other following the way that was determined to teach or explain it in their collaborative groups.</p>
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# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Determine the main idea and supporting details of a text read aloud or information presented in multiple formats.</li> </ul> <p><i>How?</i></p> <ul style="list-style-type: none"> <li><b>Class Discussion/Informational Text</b> <ul style="list-style-type: none"> <li>Read aloud two books with similar topics, such as: <i>A Drop of Water: A Book of Science and Wonder</i> by Walter Wick, and <i>A Drop Around the World</i> by Barbara Shaw McKinney. As you read the books, discuss the following questions: <ul style="list-style-type: none"> <li>What is the main idea of the book? Of each section?</li> <li>What are the key points used to create the main idea?</li> <li>How are the two books similar?</li> <li>How are they different?</li> <li>What are the text features used by the authors/illustrators to teach more about a drop of water?</li> <li>Do these books have the same purpose?</li> <li>Does one of the books teach more than the other?</li> <li>How could one of the books be improved?</li> </ul> </li> </ul> </li> </ul>

**ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS  
GRADE 3**

CCSS STANDARD	UNPACKING
<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
CC.SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• Listen carefully to what a speaker says and then ask questions to clarify what they heard.</li><li>• Elaborate and provide details to build upon the speaker's response, if something is not understood.</li></ul> <p><i>How?</i></p> <ul style="list-style-type: none"><li>• For the "people" part of this unit, bring in as many immigration stories, through texts and speakers (especially parents and grandparents), as you can to represent the students in your class.</li></ul>

# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
<b>Speaking and Listening</b>	
<b>Presentation of Knowledge and Ideas</b>	
CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Report on a topic or a grade-appropriate text. This should be done orally and in coherent, spoken sentences at an appropriate and understandable <i>pace</i>.</li> </ul> <p><i>How?</i></p> <ul style="list-style-type: none"> <li><b>Becoming a Newscaster</b> Third graders may be involved in planning and presenting a weekly newscast including various segments. Assign roles such as weather, current events, sports, book reviews, etc. Students work in small groups to prepare scripts and gather data using Web resources for information. They practice presenting with their groups before presenting to the school via live telecast or being taped for future broadcast.</li> <li><b>Responsive Classroom</b> Create an environment where student voice is encouraged and honored. Speaking and listening are routine parts of the school day. For example, set up a morning meeting or opportunity for students to share new learning with each other.</li> </ul>



# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
<b>Speaking and Listening</b>	
<b>Presentation of Knowledge and Ideas</b>	
CC.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.	<p><b><i>Students will:</i></b></p> <ul style="list-style-type: none"> <li>Utilize digital media to make <i>engaging</i> audio recordings of stories or poems. Engaging might mean focusing on inflection and volume instead of just reading out loud.</li> <li>Demonstrate fluid and well-paced reading in audio recordings.</li> <li>Add visual displays to illuminate chosen facts or details.</li> </ul> <p><b><i>How?</i></b></p> <ul style="list-style-type: none"> <li>As a class, create a set of audio recordings of a book, for example: <i>My Father's Dragon</i> by Ruth Stiles Gannett and Ruth Chrisman Gannett. Using the illustrations from the chapter summaries, assign each student a chapter to rehearse reading aloud. With a video camera or tape recorder, have students record themselves reading a chapter in their best reading voice, interpreting the parts of each character.</li> </ul>

# ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

## GRADE 3

CCSS STANDARD	UNPACKING
<b>Speaking and Listening</b>	
<b>Presentation of Knowledge and Ideas</b>	
CC.SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>Engage in behaviors (turn and talk, small group discussion, computer use, and writing and speaking learning activities) that lead to the expression of complete ideas both verbally and in writing.</li> <li>Choose visual displays that add to and enhance their thinking about a topic.</li> <li>Articulate their ideas in complete sentences.</li> </ul> <p><i>How?</i></p> <ul style="list-style-type: none"> <li>Students will need a purposeful focus on choice-making throughout ELA.</li> <li>Choose an interesting sea animal. Ask the students to come up with five adjectives each to describe the animal. Generate a list of adjectives from the list of student ideas. Then have students come up with movements the animal makes and five adverbs to go with the movements. Create short sentences using the adjectives and adverbs (e.g., “<i>Huge</i> whales glide <i>gracefully</i>.”). After students write several of the sentences on a chart, have them practice making new sentences with comparative or superlative adjectives and adverbs (e.g., “This huge whale glides <i>more gracefully</i> than that one.”)</li> </ul>