

STRAND	STANDARD	ONGOING COMMON CORE STATE STANDARDS — THIRD GRADE
READING FOR LITERATURE	CC.RL.3.1	Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	CC.RL.3.10	Range of Reading and Complexity of Text: 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.
READING FOR INFORMATIONAL TEXT	CC.RI.3.1	Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	CC.RI.3.10	Range of Reading and Level of Text Complexity: 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.
READING: FOUNDATIONAL SKILLS	CC.RF.3.3c	Phonics and Word Recognition: Decode multisyllable words.
	CC.RF.3.4a	Fluency: Read on-level text with purpose and understanding.
	CC.RF.3.4b	Fluency: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	CC.RF.3.4c	Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
WRITING	CC.W.3.4	Production and Distribution of Writing: 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.)
	CC.W.3.5	Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 28 and 29).
	CC.W.3.6	Production and Distribution of Writing: 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.
	CC.W.3.7	Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic.
	CC.W.3.10	Range of Writing: 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.
SPEAKING AND LISTENING	CC.SL.3.1	Comprehension and Collaboration: 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.
	CC.SL.3.1a	Comprehension and Collaboration: 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.
	CC.SL.3.1b	Comprehension and Collaboration: 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).
	CC.SL.3.1c	Comprehension and Collaboration: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
	CC.SL.3.1d	Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion.
	CC.SL.3.2	Comprehension and Collaboration: 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.
	CC.SL.3.3	Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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SPEAKING AND LISTENING	CC.SL.3.4	Presentation of Knowledge and Ideas: 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.
	CC.SL.3.5	Presentation of Knowledge and Ideas: 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.
	CC.SL.3.6	Presentation of Knowledge and Ideas: 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 on page 28 and 29 for specific expectations.)
LANGUAGE	CC.L.3.2f	Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
	CC.L.3.2g	Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	CC.L.3.3b	Knowledge of Language: Recognize and observe differences between the conventions of spoken and written standard English.
	CC.L.3.4a	Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.
	CC.L.3.4d	Vocabulary Acquisition and Use: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
	CC.L.3.5b	Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).