Correlation Options: Show All

Main Criteria Standards	California Content Standards	Pennsylvania Core and Academic Standards
Language Arts		
Grade 3		
STANDARD: **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.	**RL.3.1.** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**CC.1.3.3.B.** - Ask and answer questions about the text and make inferences from text, referring to text to support responses.
STANDARD: **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.	**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.	**CC.1.3.3.A.** - Determine the central message, lesson, or moral in literary text; explain how it is ... **CC.1.4.3.S.** - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
STANDARD: **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.	**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.	**CC.1.3.3.C.** - Describe characters in a story and explain how their actions contribute to the sequence of events.
STANDARD: **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.	**L.3.5.a.** - Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). **RL.3.4.** - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) CA	**CC.1.2.3.F.** - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. **CC.1.3.3.F.** - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

STANDARD: **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.	**RF.3.4.b.** - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **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. **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.	**CC.1.3.3.E.** - Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections. **CC.1.4.3.S.** - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
STANDARD: **CCSS.ELA-Literacy.RL.3.6** - Distinguish their own point of view from that of the narrator or those of the characters.	**RL.3.6.** - Distinguish their own point of view from that of the narrator or those of the characters.	
STANDARD: **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.3.7.** - 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).	**CC.1.3.3.G.** - 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).
STANDARD: **CCSS.ELA-Literacy.RL.3.8** - (Not applicable to literature)	**RL.3.8.** - (Not applicable to literature) **W.3.9.** - (Begins in grade 4)	- Intentionally Blank
STANDARD: **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).	**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).	**CC.1.3.3.H.** - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
STANDARD: **CCSS.ELA-Literacy.RL.3.10** - By the end of the year, read and comprehend	**RF.3.4.a.** - Read on-level text with purpose and understanding.	**CC.1.1.3.E.1.** - Read on-level text with purpose and understanding.

literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	**RF.3.4.b.** - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **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. **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.	**CC.1.3.3.E.** - Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections. **CC.1.3.3.K.** - Read and comprehend literary fiction on grade level, reading independently and proficiently.
STANDARD: **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.	**RI.3.1.** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**CC.1.2.3.B.** - Ask and answer questions about the text and make inferences from text; refer to text to support responses.
STANDARD: **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.	**RI.3.2.** - Determine the main idea of a text; recount the key details and explain how they support the main idea.	**CC.1.2.3.A.** - Determine the main idea of a text; recount the key details and explain how they support the main idea. **CC.1.4.3.S.** - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
STANDARD: **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.	**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.	

	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.	
STANDARD: **CCSS.ELA-Literacy.RI.3.4** - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	**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). **RI.3.4.** - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language standards 4-6 for additional expectations.) CA	**CC.1.2.3.J.** - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. **CC.1.2.3.K.** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. **CC.1.3.3.I.** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. **CC.1.3.3.J.** - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
STANDARD: **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.	**RI.3.5.** - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **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.	**CC.1.2.3.E.** - Use text features and search tools to locate and interpret information. **CC.1.2.3.G.** - Use information gained from text features to demonstrate understanding of a text.

		CC.1.4.3.W. - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
STANDARD: **CCSS.ELA-Literacy.RI.3.6** - Distinguish their own point of view from that of the author of a text.	**RI.3.6.** - Distinguish their own point of view from that of the author of a text.	
STANDARD: **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).	**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).	
STANDARD: **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).	**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).	**CC.1.2.3.C.** - Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. **CC.1.2.3.H.** - Describe how an author connects sentences and paragraphs in a text to support particular points.
STANDARD: **CCSS.ELA-Literacy.RI.3.9** - Compare and contrast the most important points and key details presented in two texts on the same topic.	**RI.3.9.** - Compare and contrast the most important points and key details presented in two texts on the same topic.	**CC.1.2.3.I.** - Compare and contrast the most important points and key details presented in two texts on the same topic.
STANDARD: **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.	**RF.3.4.a.** - Read on-level text with purpose and understanding. **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.	**CC.1.1.3.E.1.** - Read on-level text with purpose and understanding. **CC.1.2.3.L.** - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

	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.	
EXPECTATION: **CCSS.ELA-Literacy.RF.3.3a** - Identify and know the meaning of the most common prefixes and derivational suffixes.	**L.3.2.e.** - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). **L.3.4.b.** - 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). **RF.3.3.a.** - Identify and know the meaning of the most common prefixes and derivational suffixes. **RF.3.3.b.** - Decode words with common Latin suffixes.	**CC.1.1.3.D.1.** - Identify and know the meaning of the most common prefixes and derivational suffixes. **CC.1.1.3.D.2.** - Decode words with common Latin suffixes.
EXPECTATION: **CCSS.ELA-Literacy.RF.3.3b** - Decode words with common Latin suffixes.	**L.3.2.e.** - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). **L.3.4.b.** - 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). **RF.3.3.a.** - Identify and know the meaning of the most common prefixes and derivational suffixes. **RF.3.3.b.** - Decode words with common Latin suffixes.	**CC.1.1.3.D.1.** - Identify and know the meaning of the most common prefixes and derivational suffixes. **CC.1.1.3.D.2.** - Decode words with common Latin suffixes.
EXPECTATION: **CCSS.ELA-Literacy.RF.3.3c** - Decode multisyllable words.	**RF.3.3.c.** - Decode multisyllable words.	**CC.1.1.3.D.3.** - Decode multisyllable words.

EXPECTATION: **CCSS.ELA-Literacy.RF.3.3d** - Read grade-appropriate irregularly spelled words.	**RF.3.3.d.** - Read grade-appropriate irregularly spelled words.	**CC.1.1.3.D.4.** - Read grade-appropriate irregularly spelled words.
EXPECTATION: **CCSS.ELA-Literacy.RF.3.4a** - Read on-level text with purpose and understanding.	**RF.3.4.a.** - Read on-level text with purpose and understanding. **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. **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.	**CC.1.1.3.E.1.** - Read on-level text with purpose and understanding. **CC.1.2.3.L.** - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. **CC.1.3.3.K.** - Read and comprehend literary fiction on grade level, reading independently and proficiently.
EXPECTATION: **CCSS.ELA-Literacy.RF.3.4b** - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	**RF.3.4.b.** - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **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. **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.	**CC.1.3.3.E.** - Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections. **CC.1.4.3.F.** - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. **CC.1.4.3.L.** - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. **CC.1.4.3.R.** - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
EXPECTATION: **CCSS.ELA-Literacy.RF.3.4c** - Use context to confirm or self-correct word	**L.3.4.a.** - Use sentence-level context as a clue to the meaning of a word or phrase.	**CC.1.1.3.E.3.** - Use context to confirm or self-correct word recognition and understanding,

recognition and understanding, rereading as necessary.	**RF.3.4.c.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	rereading as necessary.
EXPECTATION: **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.	**W.3.1.a.** - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **W.3.1.b.** - Provide reasons that support the opinion. **W.3.1.c.** - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. **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.)	**CC.1.4.3.G.** - Write opinion pieces on familiar topics or texts. **CC.1.4.3.H.** - Introduce the topic and state an opinion on the topic. **CC.1.4.3.I.** - Support an opinion with reasons. **CC.1.4.3.J.** - Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. **CC.1.4.3.K.** - Use a variety of words and sentence types to appeal to the audience.
EXPECTATION: **CCSS.ELA-Literacy.W.3.1b** - Provide reasons that support the opinion.	**W.3.1.a.** - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **W.3.1.b.** - Provide reasons that support the opinion. **W.3.1.c.** - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. **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.)	**CC.1.4.3.G.** - Write opinion pieces on familiar topics or texts. **CC.1.4.3.H.** - Introduce the topic and state an opinion on the topic. **CC.1.4.3.I.** - Support an opinion with reasons. **CC.1.4.3.J.** - Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. **CC.1.4.3.K.** - Use a variety of words and sentence types to appeal to the audience.

EXPECTATION: **CCSS.ELA-Literacy.W.3.1c** - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	**W.3.1.a.** - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	**CC.1.4.3.G.** - Write opinion pieces on familiar topics or texts.
	W.3.1.b. - Provide reasons that support the opinion.	**CC.1.4.3.H.** - Introduce the topic and state an opinion on the topic.
	W.3.1.c. - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	**CC.1.4.3.I.** - Support an opinion with reasons.
	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.)	**CC.1.4.3.J.** - Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.
		CC.1.4.3.K. - Use a variety of words and sentence types to appeal to the audience.
EXPECTATION: **CCSS.ELA-Literacy.W.3.1d** - Provide a concluding statement or section.	**W.3.1.d.** - Provide a concluding statement or section.	
EXPECTATION: **CCSS.ELA-Literacy.W.3.2a** - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	**W.3.2.a.** - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	**CC.1.4.3.B.** - Identify and introduce the topic.
	W.3.2.b. - Develop the topic with facts, definitions, and details.	**CC.1.4.3.C.** - Develop the topic with facts, definitions, details, and illustrations, as appropriate.
	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.)	**CC.1.4.3.D.** - Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
EXPECTATION: **CCSS.ELA-Literacy.W.3.2b** - Develop the topic with facts, definitions, and details.	**W.3.2.a.** - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	**CC.1.4.3.B.** - Identify and introduce the topic.

	W.3.2.b. - Develop the topic with facts, definitions, and details.	**CC.1.4.3.C.** - Develop the topic with facts, definitions, details, and illustrations, as appropriate.
EXPECTATION: **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.	**W.3.2.c.** - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	
EXPECTATION: **CCSS.ELA-Literacy.W.3.2d** - Provide a concluding statement or section.	**W.3.2.d.** - Provide a concluding statement or section.	**CC.1.4.3.D.** - Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
EXPECTATION: **CCSS.ELA-Literacy.W.3.3a** - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**W.3.3.a.** - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **W.3.3.b.** - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **W.3.3.c.** - Use temporal words and phrases to signal event order. **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.)	**CC.1.4.3.M.** - Write narratives to develop real or imagined experiences or events. **CC.1.4.3.N.** - Establish a situation and introduce a narrator and/or characters. **CC.1.4.3.O.** - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
EXPECTATION: **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.	**L.3.2.c.** - Use commas and quotation marks in dialogue. **W.3.3.a.** - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**CC.1.4.3.N.** - Establish a situation and introduce a narrator and/or characters. **CC.1.4.3.O.** - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

	W.3.3.b. - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	
EXPECTATION: **CCSS.ELA-Literacy.W.3.3c** - Use temporal words and phrases to signal event order.	**W.3.3.a.** - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **W.3.3.c.** - Use temporal words and phrases to signal event order.	
EXPECTATION: **CCSS.ELA-Literacy.W.3.3d** - Provide a sense of closure.	**W.3.3.d.** - Provide a sense of closure.	**CC.1.4.3.P.** - Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.
STANDARD: **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.)	**W.3.1.a.** - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **W.3.1.b.** - Provide reasons that support the opinion. **W.3.1.c.** - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. **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. **W.3.2.a.** - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	**CC.1.4.3.A.** - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. **CC.1.4.3.D.** - Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. **CC.1.4.3.G.** - Write opinion pieces on familiar topics or texts. **CC.1.4.3.H.** - Introduce the topic and state an opinion on the topic. **CC.1.4.3.I.** - Support an opinion with reasons.

	W.3.3.a. - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**CC.1.4.3.J.** - Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.
	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.)	**CC.1.4.3.K.** - Use a variety of words and sentence types to appeal to the audience.
		CC.1.4.3.M. - Write narratives to develop real or imagined experiences or events. **CC.1.4.3.X.** - 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.
STANDARD: **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 on page 29.)	**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. **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.)	**CC.1.4.3.T.** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **CC.1.4.3.X.** - 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.
STANDARD: **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.	**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.	**CC.1.4.3.U.** - With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

STANDARD: **CCSS.ELA-Literacy.W.3.7** - Conduct short research projects that build knowledge about a topic.	**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. **W.3.7.** - Conduct short research projects that build knowledge about a topic.	**CC.1.4.3.S.** - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. **CC.1.4.3.V.** - Conduct short research projects that build knowledge about a topic. **CC.1.4.3.X.** - 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.
STANDARD: **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.	**RI.3.5.** - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **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.	**CC.1.4.3.W.** - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
STANDARD: **CCSS.ELA-Literacy.W.3.9** - (Begins in grade 4)	**RL.3.8.** - (Not applicable to literature) **W.3.9.** - (Begins in grade 4)	- Intentionally Blank
STANDARD: **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.	**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. **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.)	**CC.1.4.3.T.** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **CC.1.4.3.V.** - Conduct short research projects that build knowledge about a topic.

	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.) W.3.7. - Conduct short research projects that build knowledge about a topic.	CC.1.4.3.X. - 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.
EXPECTATION: **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.	**SL.3.1.a.** - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. **SL.3.1.b.** - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). **SL.3.1.c.** - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. **SL.3.1.d.** - Explain their own ideas and understanding in light of the discussion.	CC.1.5.3.A. - Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION: **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).	**SL.3.1.a.** - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. **SL.3.1.b.** - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	CC.1.5.3.A. - Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

	SL.3.1.c. - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. **SL.3.1.d.** - Explain their own ideas and understanding in light of the discussion.	
EXPECTATION: **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.	**SL.3.1.a.** - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. **SL.3.1.b.** - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). **SL.3.1.c.** - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. **SL.3.1.d.** - Explain their own ideas and understanding in light of the discussion. **SL.3.3.** - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**CC.1.5.3.A.** - Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. **CC.1.5.3.C.** - Ask and answer questions about information from a speaker, offering appropriate detail.
EXPECTATION: **CCSS.ELA-Literacy.SL.3.1d** - Explain their own ideas and understanding in light of the discussion.	**SL.3.1.a.** - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. **SL.3.1.b.** - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	**CC.1.5.3.A.** - Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

	SL.3.1.c. - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. SL.3.1.d. - Explain their own ideas and understanding in light of the discussion.	
STANDARD: **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.	**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.	**CC.1.5.3.B.** - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
STANDARD: **CCSS.ELA-Literacy.SL.3.3** - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**SL.3.1.c.** - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. **SL.3.3.** - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**CC.1.4.3.F.** - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. **CC.1.4.3.L.** - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. **CC.1.4.3.R.** - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. **CC.1.5.3.C.** - Ask and answer questions about information from a speaker, offering appropriate detail. **CC.1.5.3.D.** - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
STANDARD: **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	**SL.3.3.** - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**CC.1.4.3.F.** - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

an understandable pace.	**SL.3.4.a.** - Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA	**CC.1.4.3.L.** - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
		CC.1.4.3.R. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
		CC.1.5.3.C. - Ask and answer questions about information from a speaker, offering appropriate detail.
		CC.1.5.3.D. - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
STANDARD: **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.	**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.	**CC.1.5.3.F.** - 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.
STANDARD: **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 on page 28 for specific expectations.)	**SL.3.6.** - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	**CC.1.5.3.E.** - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **CC.1.5.3.G.** - Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.
EXPECTATION: **CCSS.ELA-Literacy.L.3.1a** - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	**L.3.1.a.** - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	

	L.3.1.d. - Form and use regular and irregular verbs. **L.3.1.k.** - Use reciprocal pronouns correctly. CA	
EXPECTATION: **CCSS.ELA-Literacy.L.3.1b** - Form and use regular and irregular plural nouns.	**L.3.1.b.** - Form and use regular and irregular plural nouns.	
EXPECTATION: **CCSS.ELA-Literacy.L.3.1c** - Use abstract nouns (e.g., childhood).	**L.3.1.c.** - Use abstract nouns (e.g., childhood).	
EXPECTATION: **CCSS.ELA-Literacy.L.3.1d** - Form and use regular and irregular verbs.	**L.3.1.a.** - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **L.3.1.d.** - Form and use regular and irregular verbs.	
EXPECTATION: **CCSS.ELA-Literacy.L.3.1e** - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	**L.3.1.e.** - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	
EXPECTATION: **CCSS.ELA-Literacy.L.3.1f** - Ensure subject-verb and pronoun-antecedent agreement.	**L.3.1.f.** - Ensure subject-verb and pronoun-antecedent agreement.	
EXPECTATION: **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.	**L.3.1.g.** - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. **L.3.5.c.** - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	
EXPECTATION: **CCSS.ELA-Literacy.L.3.1h** - Use coordinating and subordinating conjunctions.	**L.3.1.h.** - Use coordinating and subordinating conjunctions.	
EXPECTATION: **CCSS.ELA-Literacy.L.3.1i** - Produce simple, compound, and complex sentences.	**L.3.1.i.** - Produce simple, compound, and complex sentences.	

EXPECTATION: **CCSS.ELA-Literacy.L.3.2a** - Capitalize appropriate words in titles.	**L.3.2.a.** - Capitalize appropriate words in titles.	
EXPECTATION: **CCSS.ELA-Literacy.L.3.2b** - Use commas in addresses.	**L.3.2.b.** - Use commas in addresses.	
EXPECTATION: **CCSS.ELA-Literacy.L.3.2c** - Use commas and quotation marks in dialogue.	**L.3.2.c.** - Use commas and quotation marks in dialogue. **W.3.3.b.** - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	**CC.1.4.3.O.** - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
EXPECTATION: **CCSS.ELA-Literacy.L.3.2d** - Form and use possessives.	**L.3.2.d.** - Form and use possessives.	
EXPECTATION: **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).	**L.3.2.e.** - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). **L.3.2.f.** - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. **L.3.4.b.** - 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). **RF.3.3.a.** - Identify and know the meaning of the most common prefixes and derivational suffixes. **RF.3.3.b.** - Decode words with common Latin suffixes.	**CC.1.1.3.D.1.** - Identify and know the meaning of the most common prefixes and derivational suffixes. **CC.1.1.3.D.2.** - Decode words with common Latin suffixes.

EXPECTATION: **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.	**L.3.2.e.** - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). **L.3.2.f.** - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	
EXPECTATION: **CCSS.ELA-Literacy.L.3.2g** - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**L.3.2.g.** - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
EXPECTATION: **CCSS.ELA-Literacy.L.3.3a** - Choose words and phrases for effect.	**L.3.3.a.** - Choose words and phrases for effect. **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).	**CC.1.2.3.J.** - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. **CC.1.3.3.J.** - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. **CC.1.4.3.E.** - Choose words and phrases for effect. **CC.1.4.3.Q.** - Choose words and phrases for effect.
EXPECTATION: **CCSS.ELA-Literacy.L.3.3b** - Recognize and observe differences between the conventions of spoken and written standard English.	**L.3.3.b.** - Recognize and observe differences between the conventions of spoken and written standard English.	
EXPECTATION: **CCSS.ELA-Literacy.L.3.4a** - Use sentence-level context as a clue to the meaning of a word or phrase.	**L.3.4.a.** - Use sentence-level context as a clue to the meaning of a word or phrase. **RF.3.4.c.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**CC.1.1.3.E.3.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EXPECTATION: **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).	**L.3.2.e.** - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). **L.3.4.b.** - 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). **RF.3.3.a.** - Identify and know the meaning of the most common prefixes and derivational suffixes. **RF.3.3.b.** - Decode words with common Latin suffixes.	**CC.1.1.3.D.1.** - Identify and know the meaning of the most common prefixes and derivational suffixes. **CC.1.1.3.D.2.** - Decode words with common Latin suffixes.
EXPECTATION: **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).	**L.3.4.c.** - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	
EXPECTATION: **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.	**L.3.4.d.** - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. CA	
EXPECTATION: **CCSS.ELA-Literacy.L.3.5a** - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	**L.3.4.a.** - Use sentence-level context as a clue to the meaning of a word or phrase. **L.3.5.a.** - Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). **RF.3.4.c.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**CC.1.1.3.E.3.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **CC.1.2.3.F.** - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. **CC.1.3.3.F.** - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

	RL.3.4. - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) CA	
EXPECTATION: **CCSS.ELA-Literacy.L.3.5b** - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	**L.3.5.b.** - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). **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).	
EXPECTATION: **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).	**L.3.1.g.** - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. **L.3.5.c.** - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	
STANDARD: **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).	**L.3.3.a.** - Choose words and phrases for effect. **L.3.5.b.** - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	**CC.1.2.3.J.** - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. **CC.1.2.3.K.** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

	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). **RI.3.4.** - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language standards 4-6 for additional expectations.) CA	**CC.1.3.3.I.** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. **CC.1.3.3.J.** - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. **CC.1.4.3.E.** - Choose words and phrases for effect. **CC.1.4.3.Q.** - Choose words and phrases for effect.