

**Common Core Standards
Grade 3 – English Language Arts
Diocese of Rockville Centre, New York**

Identifier	Standard
3.ELA	English Language Arts
3.RL	Reading - Literature
3.RL.01	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RL.02	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.
3.RL.03	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
3.RL.04	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
3.RL.05	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.
3.RL.06	Distinguish their own point of view from that of the narrator or those of the characters.
3.RL.07	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).
3.RL.09	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).
3.RL.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.
3.RL.11	Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.
3.RL.11a	Self-select text based upon personal preferences.
3.RI	Reading - Informational Text
3.RI.01	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RI.02	Determine the main idea of a text; recount the key details and explain how they support the main idea.
3.RI.03	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.
3.RI.04	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
3.RI.05	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
3.RI.06	Distinguish their own point of view from that of the author of a text.

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3.RI.07	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).
3.RI.08	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
3.RI.09	Compare and contrast the most important points and key details presented in two texts on the same topic.
3.RI.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.
3.RF	Reading - Foundational Skills
3.RF.03	Know and apply grade-level phonics and word analysis skills in decoding words.
3.RF.03a	Identify and know the meaning of the most common prefixes and derivational suffixes.
3.RF.03b	Decode words with common Latin suffixes.
3.RF.03c	Decode multisyllable words.
3.RF.03d	Read grade-appropriate irregularly spelled words.
3.RF.04	Read with sufficient accuracy and fluency to support comprehension.
3.RF.04a	Read grade-level text with purpose and understanding.
3.RF.04b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
3.RF.04c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3.W	Writing
3.W.01	Write opinion pieces on topics or texts, supporting a point of view with reasons.
3.W.01a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
3.W.01b	Provide reasons that support the opinion.
3.W.01c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
3.W.01d	Provide a concluding statement or section.
3.W.02	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3.W.02a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
3.W.02b	Develop the topic with facts, definitions, and details.
3.W.02c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
3.W.02d	Provide a concluding statement or section.
3.W.03	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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3.W.03a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
3.W.03b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
3.W.03c	Use temporal words and phrases to signal event order.
3.W.03d	Provide a sense of closure.
3.W.04	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
3.W.05	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
3.W.06	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.
3.W.07	Conduct short research projects that build knowledge about a topic.
3.W.08	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.W.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.
3.W.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.
3.SL	Speaking and Listening
3.SL.01	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.
3.SL.01a	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.
3.SL.01b	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).
3.SL.01c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
3.SL.01d	Explain their own ideas and understanding in light of the discussion.
3.SL.01e	Seek to understand and communicate with individuals from different cultural backgrounds.
3.SL.02	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.
3.SL.03	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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3.SL.04	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.
3.SL.05	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.
3.SL.06	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
3.L	Language
3.L.01	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
3.L.01a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
3.L.01b	Form and use regular and irregular plural nouns.
3.L.01c	Use abstract nouns (e.g., childhood).
3.L.01d	Form and use regular and irregular verbs.
3.L.01e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
3.L.01f	Ensure subject-verb and pronoun-antecedent agreement.
3.L.01g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
3.L.01h	Use coordinating and subordinating conjunctions.
3.L.01i	Produce simple, compound, and complex sentences.
3.L.02	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3.L.02a	Capitalize appropriate words in titles.
3.L.02b	Use commas in addresses.
3.L.02c	Use commas and quotation marks in dialogue.
3.L.02d	Form and use possessives.
3.L.02e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
3.L.02f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
3.L.02g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
3.L.03	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
3.L.03a	Choose words and phrases for effect.
3.L.03b	Recognize and observe differences between the conventions of spoken and written standard English.

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3.L.04	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.
3.L.04a	Use sentence-level context as a clue to the meaning of a word or phrase.
3.L.04b	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).
3.L.04c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
3.L.04d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
3.L.05	Demonstrate understanding of word relationships and nuances in word meanings.
3.L.05a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
3.L.05b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
3.L.05c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
3.L.06	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).