

COMMON CORE STATE STANDARDS: GRADE-LEVEL ALIGNMENTS

Grade 3

Reading: Foundational Skills	Assessment	Instruction
<p>Phonics and Word Recognition</p> <p>RF3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words. Read grade-appropriate, irregularly spelled words.</p>	<p>Developmental Word Knowledge Inventory (TG pp. 29–35; AFB pp. 15–19)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p>Fluency</p> <p>RF3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
Reading: Informational Text	Assessment	Instruction
<p>Key Ideas and Details</p> <p>RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI3.3 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>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 20–37)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p>Craft and Structure</p> <p>RI3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI3.6 Distinguish their own point of view from that of the author of a text.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 20–37)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>
<p>Integration of Knowledge and Ideas</p> <p>RI3.7 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> <p>RI3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 20–37)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137)</p> <p>Fluent (TG pp. 119–130; p. 144)</p>

TG: Teaching Guide; AFB: Assessment Forms Book

Reading: Informational Text	Assessment	Instruction
<p>Range of Reading and Level of Text Complexity</p> <p>RL3.10 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>	<p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137) Fluent (TG pp. 119–130; p. 144)</p>
Reading: Literature	Assessment	Instruction
<p>Key Ideas and Details</p> <p>RL3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL3.2 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> <p>RL3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 20–37)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137) Fluent (TG pp. 119–130; p. 144)</p>
<p>Craft and Structure</p> <p>RL3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL3.5 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> <p>RL3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Comprehension Assessment (TG pp. 36–41; AFB pp. 20–37)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137) Fluent (TG pp. 119–130; p. 144)</p>
<p>Range of Reading and Level of Text Complexity</p> <p>RL3.10 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>	<p>Comprehension Assessment (TG pp. 36–41)</p> <p>Reading Assessment Conference (TG pp. 42–60)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 103–118; p. 137) Fluent (TG pp. 119–130; p. 144)</p>