

DK Common Core State Standards Alignment



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Grade-Level Expectation: 3

Guided Reading Level: NA

CCSS.ELA-Literacy.L.3.1,1a,1b,1c,1d,1e,1g,1h,1i

CCSS.ELA-Literacy.L.3.2,2a,2b,2c,2e,3,4,4b,4c,4d

CCSS.ELA-Literacy.L.3.5,5a,5b,5c,6

CCSS.ELA-Literacy.RF.3.3,3a,3b,3c,3d,4,4a,4b,4c

CCSS.ELA-Literacy.RI.3.1,3,5

CCSS.ELA-Literacy.RL.3.1,2,3,4,5,6,10

CCSS.ELA-Literacy.W.3.3,3a,3b,3c,3d,10

Grade 3

Conventions of Standard English

- **CCSS.ELA-Literacy.L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - b. Form and use regular and irregular plural nouns.
 - c. Use abstract nouns (e.g., childhood).
 - d. Form and use regular and irregular verbs.
 - e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
 - f. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - g. Use coordinating and subordinating conjunctions.
 - h. Produce simple, compound, and complex sentences.



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Conventions of Standard English

- **CCSS.ELA-Literacy.L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize appropriate words in titles.
 - b. Use commas in addresses.
 - c. Use commas and quotation marks in dialogue.
 - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

Knowledge of Language

- **CCSS.ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

- **CCSS.ELA-Literacy.L.3.4** 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.
 - 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).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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Vocabulary and Acquisition Use

- **CCSS.ELA-Literacy.L.3.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).



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- **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).

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Phonics and Word Recognition

- **CCSS.ELA-Literacy.RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - b. Decode words with common Latin suffixes.
 - c. Decode multisyllable words.
 - d. Read grade-appropriate irregularly spelled words.

Fluency

- **CCSS.ELA-Literacy.RF.3.4** Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Key Ideas and Details

- **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.
- **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.

Craft and Structure

- **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.



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Key Ideas and Details

- **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.
- **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.
- **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.

Craft and Structure

- **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.
- **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.
- **CCSS.ELA-Literacy.RL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.

Range of Reading and Level of Text Complexity

- **CCSS.ELA-Literacy.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.

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Text Types and Purposes

- **CCSS.ELA-Literacy.W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - c. Use temporal words and phrases to signal event order.



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- d. Provide a sense of closure.

Range of Writing

- **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 disciplinespecific tasks, purposes, and audiences.



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