

3rd GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR LITERATURE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Integration of Knowledge and Ideas		Use text and illustrations to support understanding	Integration of Knowledge and Ideas		Integration of Knowledge and Ideas
CLUSTER	7. Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings). 8. Not applicable 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).		CLUSTER	7. Identify words that describe story characters as depicted in images or illustrations from the text. 8. Not applicable 9. Identify ways that two stories with similar characters are the same (e.g., both stories take place at a school).	GUIDANCE Concept: Characters are just one important element of stories. Skills: Identify words that describe a character; Identify similarities between two stories Big Idea: Words can describe characters like they describe people we know. Characters and other elements can be the same across two stories. Essential Questions: What does this picture tell me about the character? What words describe this character? Are the characters in these two stories alike? How are these two stories alike?
Range of Reading and Level of Text Complexity		Understanding Text	Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity
CLUSTER	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 2–3 text complexity band independently and proficiently.		CLUSTER	10. Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated purpose (e.g., Read or listen to identify how the characters are feeling).engage in group reading of stories and poetry for a clearly stated purpose (e.g., <i>Listen while I read so you can tell me words that describe the main character</i>).	GUIDANCE Concept: Listening and shared reading is active process. Skills: Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading. Big Idea: Engaging during group reading requires thinking and communicating. Essential Questions: Why are we reading this story, drama or poem? How do I communicate my understanding with others?

3rd GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR INFORMATIONAL TEXT

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Key Ideas and Details		Understand details and events	Key Ideas and Details		Key Ideas and Details
CLUSTER	<ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 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. 		CLUSTER	<ol style="list-style-type: none"> 1. Answer questions to demonstrate recall of information from text. 2. Listen to a text to identify key details. 3. Identify first and last steps in a set of directions or a series of events in a written recount of the past. 	GUIDANCE Concept: Texts provide the listener with important information. Skills: Answer questions about information from the text; Identify key details in a text; Identify first and last steps in written directions; Identify first and last events in a written recount. Big Idea: Remembering and identifying information, key details, and the order of information supports understanding. Essential Questions: What information do I need to remember? What are the key details? What is the first step? What is the last step? What happened first? What happened last?
Craft and Structure		Use Features of Text to Increase Understanding	Craft and Structure		Craft and Structure
CLUSTER	<ol style="list-style-type: none"> 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area. 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently. 6. Distinguish their own point of view from that of the author of a text. 		CLUSTER	<ol style="list-style-type: none"> 4. Identify key words from the text that complete sentences in a text (e.g., The hill made the object move < faster, slower, straighter >). 5. Identify key words in a text that relate to a topic. 6. Identify key points in a text that reflect own point of view (e.g., in a text about the World Cup, soccer is described as the most popular sport in Europe and student identifies it as his/her own favorite sport). 	GUIDANCE Concept: Individual words contribute to the meaning of a text on multiple levels. Skills: Identify key words to complete sentences; Identify words that relate to a topic; relate key points in text to own point of view. Big Idea: In a text, individual words provide key information, relate to the topic, and help us reflect on our own point of view. Essential Questions: What word makes sense in that sentence? What words in this text are about the topic? Is that what I think?

3rd GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR INFORMATIONAL TEXT

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE	GUIDANCE	UNPACKING THE EXTENDED STANDARDS
Integration of Knowledge and Ideas		Connect Ideas	Integration of Knowledge and Ideas	GUIDANCE	Integration of Knowledge and Ideas
CLUSTER	<p>7. Use information gained from illustrations, other visual elements (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>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>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>		CLUSTER <p>10. Use information gained from visual elements and the words in a text (read or heard) to answer factual questions (e.g., who, what, where, when, and how).</p> <p>11. Describe the logical connection between information in a text (e.g., first/then, first/second/third in a sequence, compare big/little, hot/cold).</p> <p>12. Identify similar details in two texts of the same topic.</p>		<p>Concept: Comprehension is supported by connecting and comparing information within and across texts.</p> <p>Skills: Answer questions about information in pictures and words; describe the connection between information in a text; identify similar details across two texts.</p> <p>Big Idea: Comparing and connecting information in a text or between two texts supports comprehension.</p> <p>Essential Questions: What does the text tell me about that? What do the pictures tell me about that? How are these two things related? How are these two texts that same?</p>
Range of Reading and Level of Text Complexity		Understand Text	Range of Reading and Level of Text Complexity	GUIDANCE	Range of Reading and Level of Text Complexity
CLUSTER	<p>10. By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently.</p>		CLUSTER <p>10. Demonstrate understanding of text while actively engaging in group reading of historical/scientific and technical text for a clearly stated purpose (e.g., Read or listen to put the events in order, Read or listen to determine which is biggest).</p>		<p>Concept: Listening and shared reading is an active process.</p> <p>Skills: Engage for a purpose. Remember the purpose. Communicate understanding of purpose. Interact during shared reading.</p> <p>Big Idea: Engaging during group reading requires thinking and communicating.</p> <p>Essential Questions: Why are we reading this text? How do I communicate my understanding with others?</p>

3rd GRADE ENGLISH/LANGUAGE ARTS
READING STANDARDS FOR FOUNDATIONAL SKILLS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE	UNPACKING THE EXTENDED STANDARDS
Phonics and Word Recognition		Read words	Phonics and Word Recognition	Phonics and Word Recognition
CLUSTER	<ol style="list-style-type: none"> 1. Know and apply grade-level phonics and word analysis skills in decoding words. 2. Identify and know the meaning of the most common prefixes and derivational suffixes. 3. Decode words with common Latin suffixes. 4. Decode multi-syllable words. 5. Read grade-appropriate irregularly spelled words 		<ol style="list-style-type: none"> 1. Apply letter-sound and word analysis skills in decoding words. 2. In context, identify all letter-sound associations. 3. Decode 3 letter words with common spelling patterns (e.g., consonant-vowel-consonant or high frequency rimes). 4. Recognize 40 or more written words. 	<p>GUIDANCE</p> <p>Concept: Letter sound knowledge is important in decoding. Skills: Identify all letter-sound associations; decode 3-letter words, read 40 or more written words. Big Idea: Reading words involves knowing letter sounds, blending those sounds, and remembering whole words. Essential Questions: What sound does that letter have? What letter has that sound? How do I blend those sounds together? Have I seen that spelling pattern before? Is there another word I know that will help me read this word? How can I remember that word?</p>
	Fluency		Fluency	Fluency
<ol style="list-style-type: none"> 5. Read with sufficient accuracy and fluency to support comprehension. 6. Read on-level text with purpose and understanding. 7. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. 8. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		Read text	<ol style="list-style-type: none"> 5. Read text comprised of familiar words with accuracy to support comprehension. 	<p>Concept: Reading words with accuracy supports comprehension. Skills: Recognize words; decode words; monitor comprehension Big Idea: Reading involves recognizing the words and understanding their meaning. Essential Questions: What sounds do these letters make? What word do I get when I blend those sounds together? What do these words mean? What does this text mean?</p>

* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

3rd GRADE ENGLISH/LANGUAGE ARTS

WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE	UNPACKING THE EXTENDED STANDARDS
Text Types and Purposes		Write about a self-selected topic	Text Types and Purposes	Text Types and Purposes
CLUSTER	<div>1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</div> <div>2. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</div> <div>3. Provide reasons that support the opinion.</div> <div>4. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</div> <div>5. Provide a concluding statement or section.</div> <div>6. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<div><div>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</div><div>Develop the topic with facts, definitions, and details.</div><div>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</div><div>Provide a concluding statement or section.</div><div>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</div><div>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</div><div>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</div><div>Use temporal words and phrases to signal event order.</div><div>Provide a sense of closure.</div></div></div>		CLUSTER	<div>1. Write* an opinion of a familiar topic or text, supporting a point of view with reasons.</div> <div>2. Select a topic or book to write about and state an opinion.</div> <div>3. List reasons to support the opinion.</div> <div>4. Write* to convey information clearly.</div> <div>5. Select a topic and illustrations or visual/tactile supports related to it.</div> <div>6. List words related to the topic.</div>

** Throughout, writing can include standard writing instruments, computers or alternate writing tools.*

3rd GRADE ENGLISH/LANGUAGE ARTS

WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
CLUSTER	Production and Distribution of Writing		CLUSTER	Production and Distribution of Writing	Production and Distribution of Writing
	<p>7. 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).</p> <p>8. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>9. 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.</p>	Revise and publish own writing		<p>7. With guidance and support from adults produce writing* in which the organization is appropriate to the task and purpose.</p> <p>8. With guidance and support from adults, add more and clarify writing* to strengthen and develop it.</p> <p>9. With guidance and support from adults, use technology to produce and publish writing*.</p>	<p>Concept: We write so that others can understand what we want them to know and so they can refer back to it.</p> <p>Skills: Identify purpose for writing; identify who will read the writing, organize the writing to match the purpose; communicate a desire to change or add something; write more words, phrases, ideas about a topic; use technology to produce and publish writing.</p> <p>Big Idea: Writing has to include enough information and be organized appropriately to convey and explain meaning to the intended audience.</p> <p>Essential Questions: Why am I writing this? Who is going to read it? Does it make sense? Do I need to change words or phrases so it makes sense? Do I need to change the order of the words, phrases or sentences? What else can I write to make it easier for someone to understand? What else do I want to write about that? How can this technology help me produce and publish my writing?</p>

3rd GRADE ENGLISH/LANGUAGE ARTS

WRITING STANDARDS

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Research to Build and Present Knowledge		Acquire Knowledge	Research to Build and Present Knowledge		Research to Build and Present Knowledge
CLUSTER	7. Conduct short research projects that build knowledge about a topic. 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 9. (Begins in grade 4)		CLUSTER	7. Gather information about a topic from two or more sources. 8. Sort information on personal experiences or a topic being studied into provided categories (e.g., Based on knowledge about people or listening to books about people, sort words into categories of things that people have and animals have). 9. (Begins in grade 4)	Concept: Information can be acquired from multiple sources and organized in different ways. Skills: Identify a topic; identify sources that will give information about the topic; identify information from the source; sort the information into given categories. Big Idea: Books, internet, people, and media are all sources of information that can be sorted to support understanding about a topic. Essential Questions: What do I want to know about? Where can I find information on this topic? Which book will give me information on that topic? Who could I ask about the topic? How can I sort the information into the categories?
Range of Writing		Write	Range of Writing		Range of Writing
CLUSTER	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.		CLUSTER	10. Write* routinely for a range of discipline- specific tasks, purposes, and audiences.	Concept: There are many reasons to write. Skills: Use standard writing instruments, computers or alternate writing tools to write. Understand the specific task, purpose, and audience. Big Idea: To become a good writer you have to write every day for many different reasons. Essential Questions: What am I going to write about? Why am I writing it? Who will read it? Did I write enough?

3rd GRADE ENGLISH/LANGUAGE ARTS

SPEAKING AND LISTENING

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Comprehension and Collaboration			Comprehension and Collaboration		Comprehension and Collaboration
CLUSTER	1. Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	Comprehend and interact	CLUSTER	1. Participate in communicative exchanges.	<p>Concept: Multiple-turn interactions provide opportunities to gain additional knowledge, clarify information, and support more in-depth demonstrations of understanding.</p> <p>Skills: Communicate to convey message, respond to partner; ask questions, clarify a message, identify words to describe key ideas and details, answer questions; ask and answer questions in multiple-turn exchanges; independently communicate with a peer.</p> <p>Big Idea: Back and forth communication exchanges provide opportunities to build more complete understandings, clarify messages, and demonstrate knowledge more completely than single question-answer exchanges.</p> <p>Essential Questions: Who do I want to talk to? What do I want to say? What can I add to that? What do I want to know more about? Who can I ask? How can I make my message more, clear? What do I know about this book? What is important to remember? What do I do if I don't remember? What describing words do I know? What words describe the key ideas? What words describe details from the text? What word(s) answers the question?</p>
	2. 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).			2. Communicate directly with peers in multi-turn exchanges.	
	3. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.			3. Ask questions of adult or peer communication partners in multi-turn exchanges.	
	4. Explain their own, ideas and understanding in light of the discussion.			4. Clarify own ideas as requested by communication partner.	
	5. Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multi-modally.			5. Identify words that describe key ideas or details from written texts read aloud or information presented graphically, orally, visually, or multi-modally.	
	6. Ask and answer questions about information from a speaker's offering appropriate elaboration and detail.			6. Ask questions of or answer questions posed by adult or peer communication partners.	
			GUIDANCE		

**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

3rd GRADE ENGLISH/LANGUAGE ARTS

SPEAKING AND LISTENING

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Presentation of Knowledge and Ideas		Communicate knowledge	Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas
CLUSTER	7. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 8. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 9. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, for specific expectations.)		CLUSTER	7. Identify a familiar experience and one or more facts or details related to it. 8. Select or create images, photographs or other visual/tactual displays to represent experiences, thoughts, or feelings. 9. Combine 3 or more words when appropriate to task and situation in order to clarify communication	Concept: Language and other representations can be used to clarify and communicate. Skills: Identify facts and details about a familiar topic, story or experience; make choices of visual, tactile or auditory representations; create representations of stories or poems; use language to communicate; identify when there is a need to clarify message; combine 3 or more words to clarify message; decide how to sequence those words. Big Idea: Ideas about familiar topics, stories, poems, and experiences can be communicated and clarified using language and other representations. Essential Questions: What do I want to talk about? What are some things I know about that? Can I pick a picture or some music that tells about this? Can I draw something that tells about this? Was my message clear? Do I need to say more? What words can I use? What order do the words go in?

**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

3rd GRADE ENGLISH/LANGUAGE ARTS

LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Conventions of Standard English			Conventions of Standard English		
CLUSTER	Observe conventions of grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronoun- antecedent agreement.* Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. Observe conventions of capitalization, punctuation, and spelling when writing. Capitalize important words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. a) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Communicate conventionally	CLUSTER	1. Demonstrate understandings of standard 2. English grammar and usage when communicating. 3. Write* all upper-case letters of the alphabet. 4. Write* 14 lower-case letters of the alphabet. 5. Use common nouns in singular and plural forms 6. Use personal pronouns. 7. Use common past tense verbs (e.g., went, ate, did, saw, was). 8. Apply knowledge of letter-sound relationships in spelling, by representing initial sounds in words.	GUIDANCE
	Concept: It matters which words and letters you choose when communicating. Skills: Write* all upper case letters, write* 14 lower case letters, use common nouns in singular and plural form, use personal pronouns, use common past tense verbs, write* initial sounds in words Big Idea: Communication involves choosing the right words and using the right letters to spell those words. Essential Questions: What sound do I hear at the beginning of the word I want to write? How do I write that letter? What do I call that person, place or thing? What if there is more than one? What do I call myself? What do I call that person? How do I tell what happened? How do I tell what I did?				

**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

3rd GRADE ENGLISH/LANGUAGE ARTS

LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS	
Knowledge of Language			Knowledge of Language			Knowledge of Language
CLUSTER	<div><div>1. Observe conventions of grammar and usage when writing or speaking.</div><div><div>• Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</div><div>• Form and use regular and irregular plural nouns.</div><div>• Use abstract nouns (e.g., childhood).</div><div>• Form and use regular and irregular verbs.</div><div>• Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</div><div>• Ensure subject-verb and pronoun- antecedent agreement.*</div><div>• Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</div><div>• Use coordinating and subordinating conjunctions.</div><div>• Produce simple, compound, and complex sentences.</div><div>• Observe conventions of capitalization, punctuation, and spelling when writing.</div><div>• Capitalize important words in titles.</div><div>• Use commas in addresses.</div><div>• Use commas and quotation marks in dialogue.</div><div>• Form and use possessives.</div><div>• Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</div></div><div>2. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</div><div>3. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</div></div>		CLUSTER	<div><div>1. Demonstrate understandings of Standard</div><div>2. English grammar and usage when communicating.<div><div>• Write* all lower-case letters of the alphabet.</div><div>• Use plural and singular nouns.</div><div>• Use verbs in their present and past tense.</div><div>• Use common adjectives.</div><div>• Produce phrases or sentences with a subject and a verb.</div></div></div><div>3. Apply knowledge of letter-sound relationships and familiar spelling patterns (e.g., word families), by representing initial and final sounds in words.</div></div>		GUIDANCE

**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

3rd GRADE ENGLISH/LANGUAGE ARTS

LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Effective Language Use		Use language to communicate	Effective Language Use		Effective Language Use
CLUSTER	4. Use language to achieve particular effects when writing or speaking. 5. Choose words and phrases for effect.*		CLUSTER	4. Use language to achieve desired outcomes when writing or communicating. 5. Use language to make simple requests.	GUIDANCE Concept: Language is an effective means of communication. Skills: Use words, signs, or symbols to: make requests, share information, or comment. Big Idea: Words, signs, and symbols all provide a way to use language to make requests, comment, or share information. Essential Questions: What do I want? What words, signs or symbols can I use to say that? What do I know about that? What do I think about that?

**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

3rd GRADE ENGLISH/LANGUAGE ARTS

LANGUAGE

COMMON CORE STANDARDS		ESSENCE	EXTENDED COMMON CORE		UNPACKING THE EXTENDED STANDARDS
Vocabulary Acquisition and Usage		Acquire Use language to communicate	Vocabulary Acquisition and Usage		Vocabulary Acquisition and Usage
CLUSTER	<ul style="list-style-type: none"> 6. 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. 7. Use sentence-level context as a clue to the meaning of a word or phrase. 8. 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). 9. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). 10. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 		CLUSTER	<ul style="list-style-type: none"> 6. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content. 7. Choose from an array of words an appropriate word to complete sentences. 8. Identify the temporal meaning when the most common affixes (-ing, -ed) are added to common verbs (happening now; happened yesterday). 9. Demonstrate understanding of word relationships. 10. Identify real-life connections between words and their use (e.g., label the materials being used in a science experiment; label ingredients used to 	<p>GUIDANCE</p> <p>Concept: Words have meaning across context and in relation to one another.</p> <p>Skills: Use the context of a sentence to determine a missing word; use the verb to identify if something has happened in the past or is happening now; use words in context; use newly acquired words across contexts; identify words that describe emotions; use words that describe spatial relationships; use words that describe time-based relationships; identify real-life connections between words and their use.</p> <p>Big Idea: Words are learned by relating them to other words in and across contexts. Words provide information about time, location, and emotion.</p> <p>Essential Questions: What word fits in that sentence? What word do I know that makes sense here? When did that happen? What does this word mean? What word describes how I feel? What word do I know that I could use here? Where is that? When will that happen? How can I use that word in my life?</p>

3rd Grade Mathematics Operations and Algebraic Thinking

Common Core State Standards		Essence	Extended Common Core
Represent and solve problems involving multiplication and division.		Represent and solve problems	Represent and solve problems.
Cluster	<ol style="list-style-type: none"> Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i> Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i> Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$</i> 		Cluster <ol style="list-style-type: none"> Compose and decompose numbers on both sides of the equal sign to show equality. Solve addition and subtraction problems when result is unknown (i.e. $8 + 2 = \quad$, $6 - 3 = \quad$).
Understand properties of multiplication and the relationship between multiplication and division.		Build foundation for multiplication Through repeated addition.	Represent repeated addition.
Cluster	<ol style="list-style-type: none"> Apply properties of operations as strategies to multiply and divide. <i>2 Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i> Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i> 		Cluster <ol style="list-style-type: none"> Build models that represent repeated addition. (i.e., 2 groups of 4 is the same quantity as $4 + 4$) Share equally collections of up to 30 items between 2 to 4 people to solve real life story problems.

3rd Grade Mathematics
Numbers and Operations in Base Ten

Common Core State Standards		Essence	Extended Common Core
Use place value understanding and properties of operations to perform multi-digit arithmetic.		Understand place value	Use place value understanding to add and subtract.
Cluster	<ol style="list-style-type: none"> 1. Use place value understanding to round whole numbers to the nearest 10 or 100. 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations. 		Cluster <ol style="list-style-type: none"> 1. Use a number line (0-30) to determine the number 1 more and 1 less and 2 more and 2 less. 2. Illustrate ten and some more with numbers 11-30 using objects (bundles of ten). 3. Use part-part-whole relationships (including 2 or more parts), to compose and decompose numbers (0-30). 4. Compare numbers (0-30) in relationship to benchmark numbers 5 and 10. 5. Compare sets of objects (0-30) by their relative magnitude (e.g., more, less, equal, one more, one less, bigger, smaller). 6. Use estimation to determine if a set of objects is “more than 10,” “less than 10,” or “about the same as 10.” 7. Use language and symbols (subtract, add, equal) to describe addition and subtraction problems. 8. Use addition and subtraction symbols in solving problems up to 30.

3rd Grade Mathematics
Numbers and Operations - Fractions

Common Core State Standards		Essence	Extended Common Core
Develop understanding of fractions as numbers.		Understand fractions	Develop understanding of simple fractions.
Cluster	<ol style="list-style-type: none"> 1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. <ol style="list-style-type: none"> a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. <ol style="list-style-type: none"> a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i> d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. 	Cluster	<ol style="list-style-type: none"> 1. Identify whole and half using concrete models (use continuous and discrete items). 2. Use symbolic representation for each equal part.

3 rd Grade Mathematics Measurement and Data		
Common Core State Standards		Essence
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.		Solve problems involving measurement
Cluster	<ol style="list-style-type: none"> 1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. 2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. 	Cluster <ol style="list-style-type: none"> 1. Recall names of the months. 2. Use a full day schedule to order the events of the day. 3. Compare two objects using direct comparison of length. 4. Solve problems using appropriate vocabulary to describe differences in length (e.g. more, less, same). 5. Use standard customary unit to measure length (inch).
Represent and interpret data.		Represent and interpret data.
Cluster	<ol style="list-style-type: none"> 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i> 4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. 	Cluster <ol style="list-style-type: none"> 6. Organize and represent data using a line plot. 7. Title and label axis of graph. 8. Answer questions posed about the collected data.

3 rd Grade Mathematics Geometry				
Common Core State Standards		Essence	Extended Common Core	
Reason with shapes and their attributes.		Reason with shapes and their attributes.	Reason with shapes and their attributes.	
Cluster	<ol style="list-style-type: none"> Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i> 		Cluster	<ol style="list-style-type: none"> Recognize the attributes of a rhombus and other quadrilaterals. Partition shapes into equal halves. Express the area of each part as the fraction $\frac{1}{2}$. Demonstrate understanding that this is 1 or 2 parts.