3rd GRADE
COMMON CORE STATE STANDARDS
for ELA-LITERACY

Reading a great book and engaging with the story through a LitWits® Kit helps students achieve these (at a minimum) Common Core goals:

READING – LITERATURE
LitWits Kits include discussion starters, handouts, projects, and activities that support these goals in a variety of ways.

Key Ideas and Details:

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.3.2 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.3.3 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:

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.

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:

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.

READING – FOUNDATIONAL SKILLS
Students reading the book as a class, taking turns reading aloud, and receiving teacher guidance will meet these goals, as might students who are reading the book on their own.

Phonics and Word Recognition:

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3.C Decode multisyllable words.

RF.3.3.D Read grade-appropriate irregularly spelled words.

Fluency:

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4.A Read grade-level text with purpose and understanding.

RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
WRITING
All LitWits® Kits contain writing handouts that, with teacher-set expectations, will align with CCSS W.3.1 (opinion), W.3.2 (informative/explanatory), and/or W.3.3 (narrative).

SPEAKING AND LISTENING
LitWits Kits include discussion starters; teachers can set expectations for their students to align discussions with these goals.

Comprehension and Collaboration:
SL.3.1 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.
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.3.2 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.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

LANGUAGE
Teachers can set expectations for their students that will also align discussions and writing handouts with L.3.1, L.3.2, and L.3.3.

Vocabulary Acquisition and Use:
Most LitWits Kits include a vocabulary handout that aligns with L.3.4, L.3.6, and at least two other goals.

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.
L.3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.
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).
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).
L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
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).
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).