

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*).