The Common Core Literacy Standards

Grade 3

Created By Katie Garner www.TheSecretStories.com

The Grade 3 Common Core Literacy Standards

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
We can form and use the simple (e.g., I walked, I walk, I will walk) verb tenses.

The children played together.
The children play together.
The children will play together.

L.3.1e/ Language
"Conventions of Standard English"

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
We can ensure subject-verb and pronoun-antecedent agreement.

Sarah was sad because
she didn't pass the test.

L.3.1f/ Language
"Conventions of Standard English"

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
We can use commas in addresses.

L.3.2b/ Language
"Conventions of Standard English"

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
We can capitalize appropriate words in titles.

The Secret Garden is my favorite book because the illustrations are so lovely!

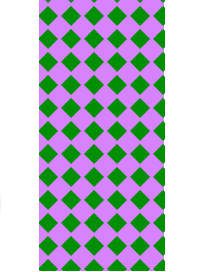L.3.2a/ Language
"Conventions of Standard English"

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
We can form and use regular and irregular plural nouns.

kid – kids   child – children
girl – girls   woman – women

L.3.1b/ Language
"Conventions of Standard English"

Reading

Know and apply grade-level phonics and word analysis skills in decoding words.
We can read grade-appropriate irregularly spelled words.

country   enough   journey
cycle   earth   height   climb

RF.3.3c/ Foundational Skills
"Phonics & Word Recognition"

Know and apply grade-level phonics and word analysis skills in decoding words.
We can decode multi-syllable words.

boisterous

RF.3.3c/ Foundational Skills
"Phonics & Word Recognition"

Speaking & Listening

We can create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace, add visual displays when appropriate to emphasize or enhance certain facts or details.
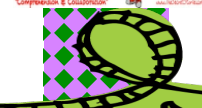
SL.3.5/ Speaking & Listening
"Comprehension & Collaboration"

We can report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

The first President...

SL.3.4/ Speaking & Listening
"Comprehension & Collaboration"

Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons.
We can introduce the topic or text we are writing about, state an opinion, and create an organizational structure that lists reasons.
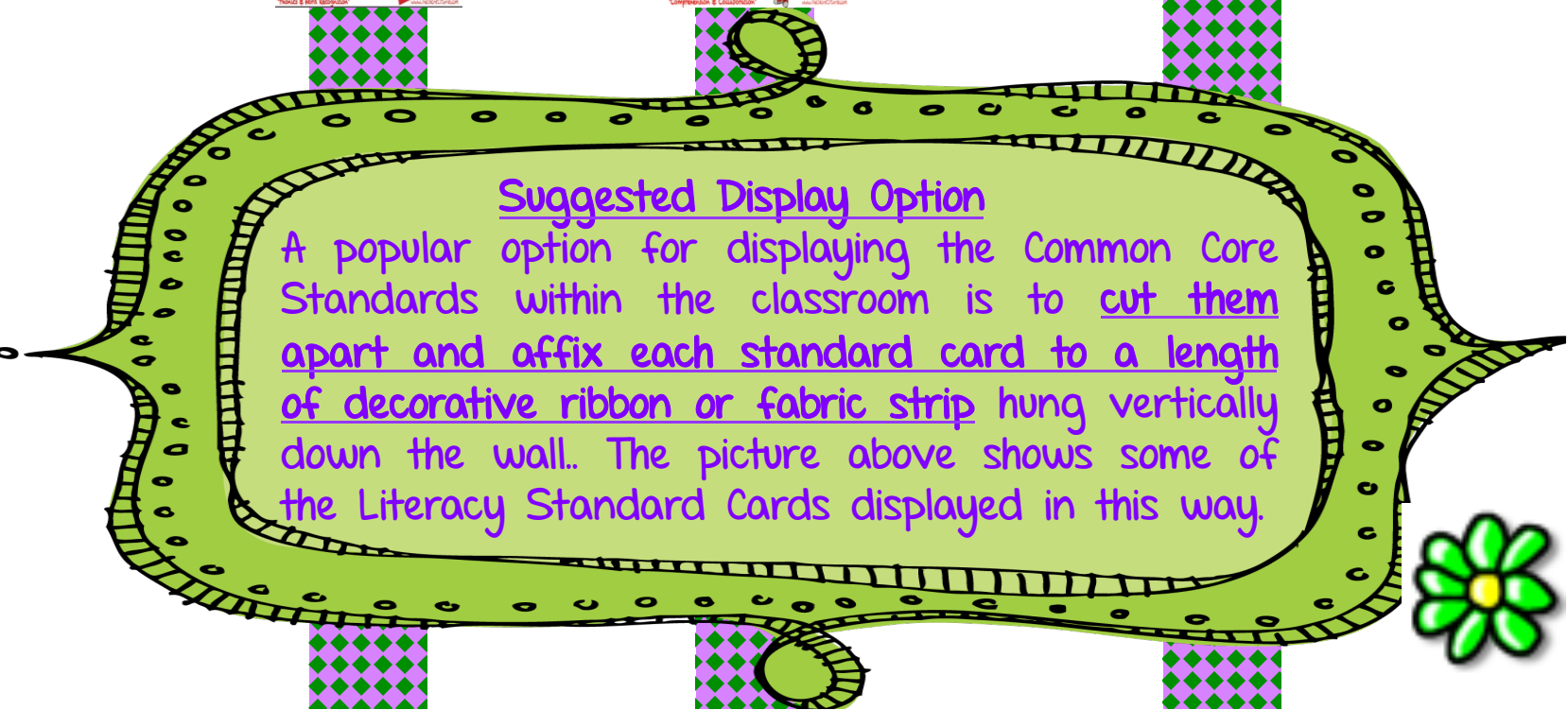
W.3.1a/ Writing
"Types & Purposes"

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
We can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
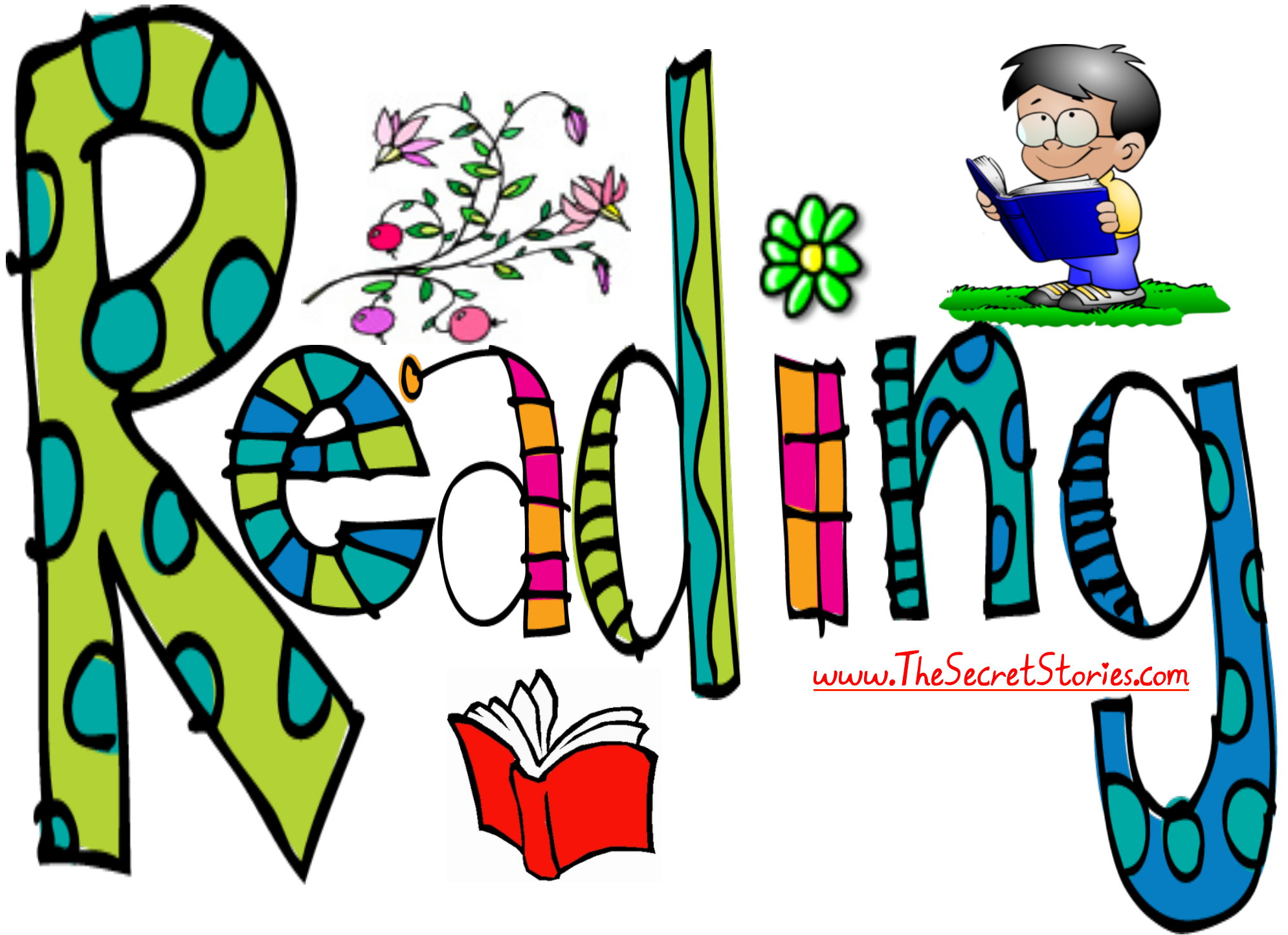
W.3.3b/ Writing
"Types & Purposes"

Suggested Display Option

A popular option for displaying the Common Core Standards within the classroom is to cut them apart and affix each standard card to a length of decorative ribbon or fabric strip hung vertically down the wall. The picture above shows some of the Literacy Standard Cards displayed in this way.
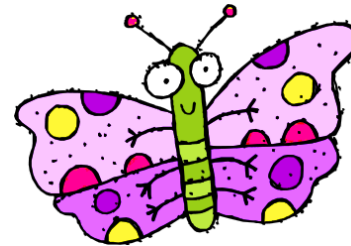
Reading

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Speaking & Listening

Language

Writing

Writing
and
Literature
Class
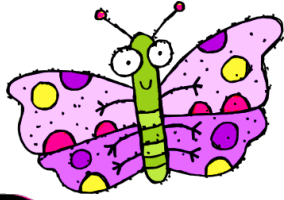
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We can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

who? what? when? why? where? how?

We can 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.

We can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

We can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

metaphor   simile

personification   hyperbole   idiom

We can 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.

We can distinguish their own point of view from that of the narrator or those of the characters.

We can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

We can 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).

We can, 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.

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

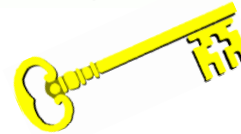We can determine the main idea of a text; recount the key details and explain how they support the main idea.
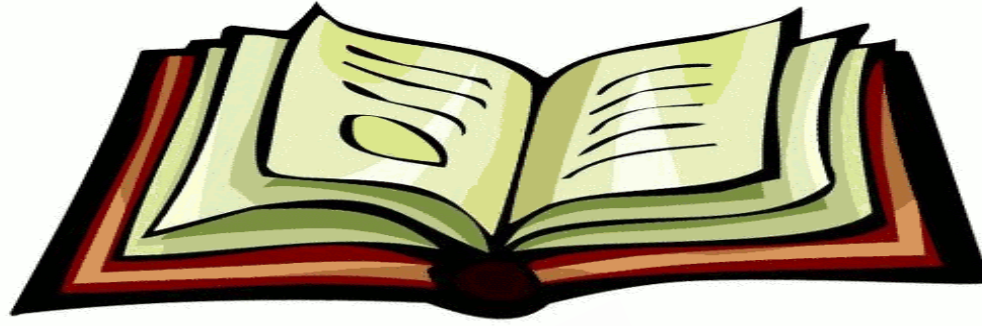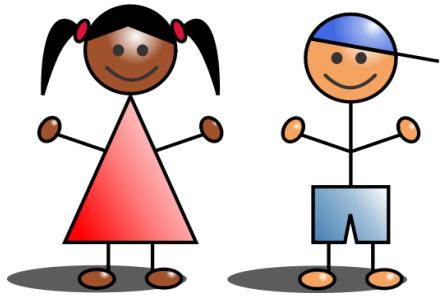
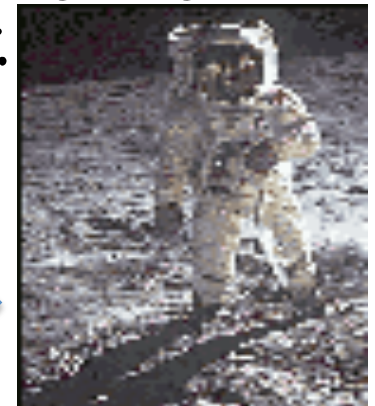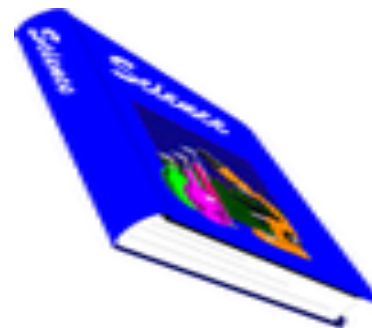We can describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

We can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

We can use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

We can distinguish their own point of view from that of the author of a text.

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).
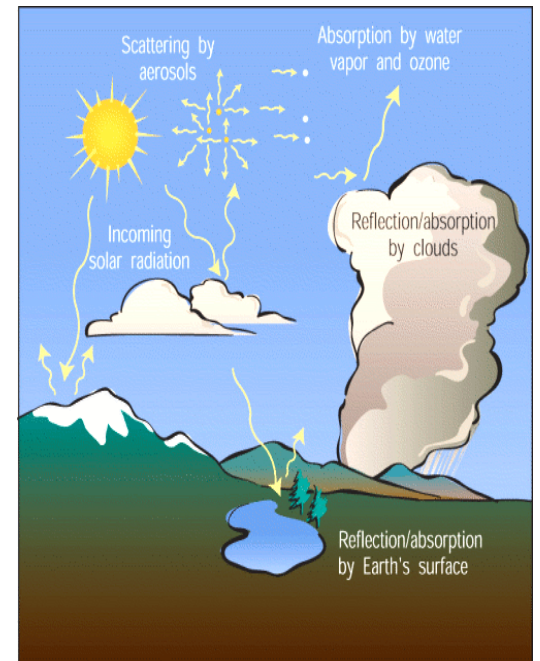
Scattering by aerosols

Absorption by water vapor and ozone

Incoming solar radiation

Reflection/absorption by clouds
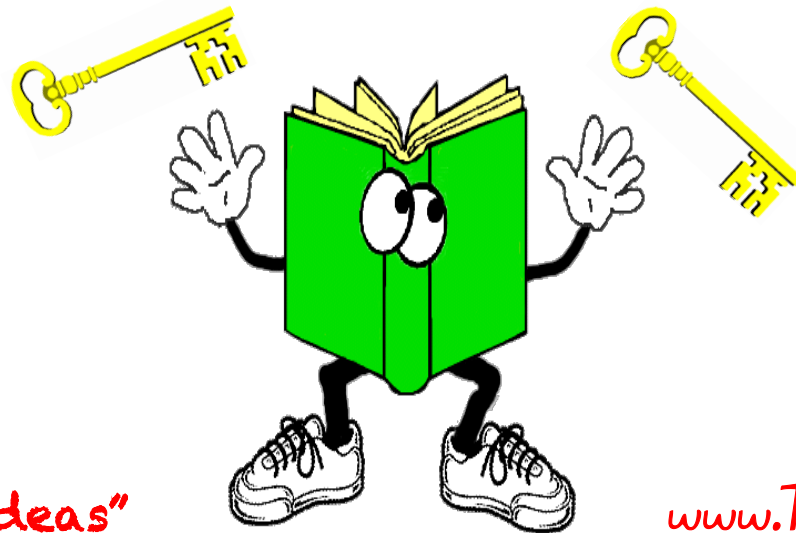
Reflection/absorption by Earth's surface

We can describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

We can compare and contrast the most important points and key details presented

We can, 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.
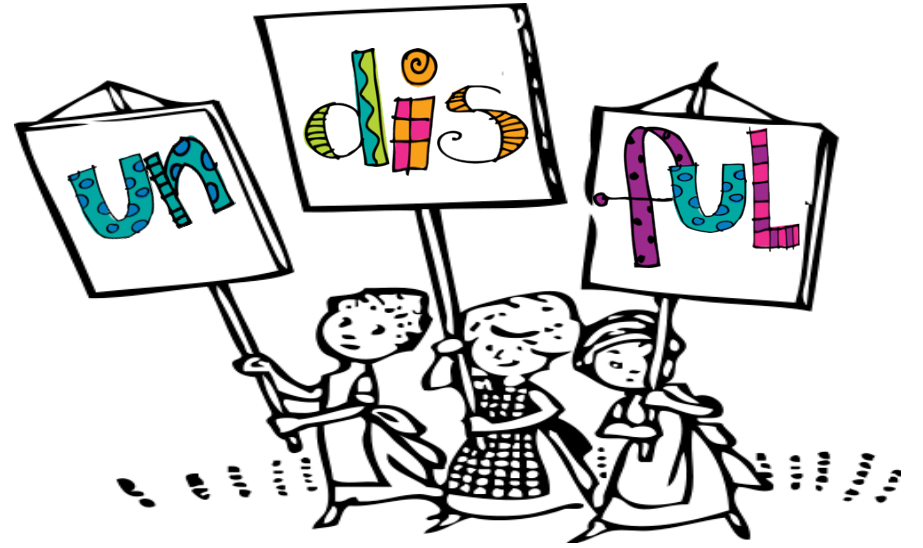
THIS CARD IS INTENTIONALLY BLANK

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

We can identify and know the meaning of the most common prefixes and derivational suffixes.

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

We can decode words with common Latin suffixes.

cap**able**   respon**sible**

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

We can decode multi-syllable words.

bo**i**st**er**ous

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

We can read grade-appropriate irregularly spelled words.

country   enough   journey   by

cycle   earth   height   climb

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THIS CARD IS INTENTIONALLY BLANK.

Read with sufficient accuracy and fluency to support comprehension.

We can read grade-level text with purpose and understanding.

Read with sufficient accuracy and fluency to support comprehension.

We can read grade-level prose and poetry orally with accuracy, appropriate rate and expression.

Roses are red, violets are blue...

Read with sufficient accuracy and fluency to support comprehension.

We can use context to confirm or self-correct word recognition and understanding, rereading as necessary.
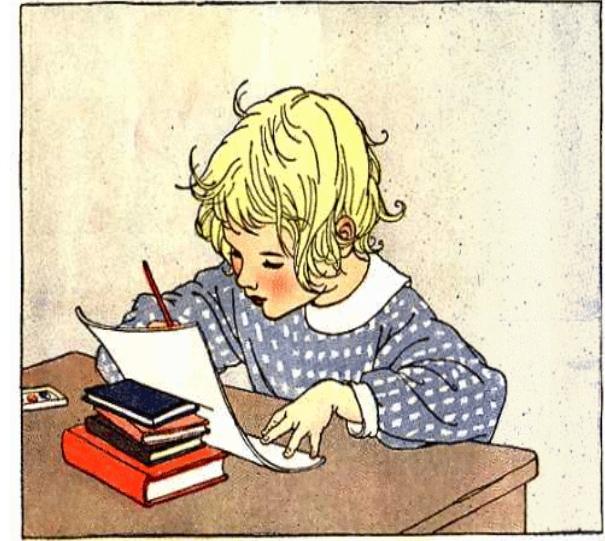
Write opinion pieces on topics or texts, supporting a point of view with reasons.

We can introduce the topic or text we are writing about, state an opinion, and create an organizational structure that lists reasons.

We can provide reasons that support the opinion.

Write opinion pieces on topics or texts, supporting a point of view with reasons.

We can use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

"You can't come in **because** it's against the rules!"

We can provide a concluding statement or section.

...and they all lived happily ever after.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

We introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
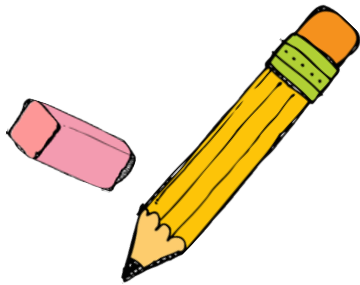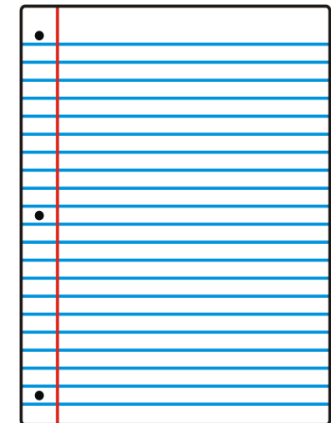

W.3.2a/ Writing "Types & Purposes"

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We can develop the topic with facts, definitions, and details.

W.3.2b/ Writing "Types & Purposes"

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Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

We can use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
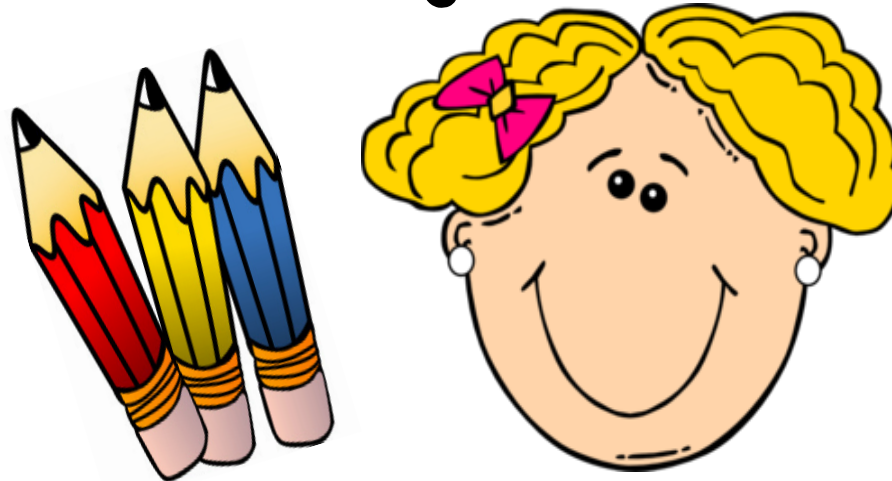
"I'll eat cake, <u>but</u> I like cupcakes <u>more!</u>"

W.3.2c/ Writing
"Types & Purposes"

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Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

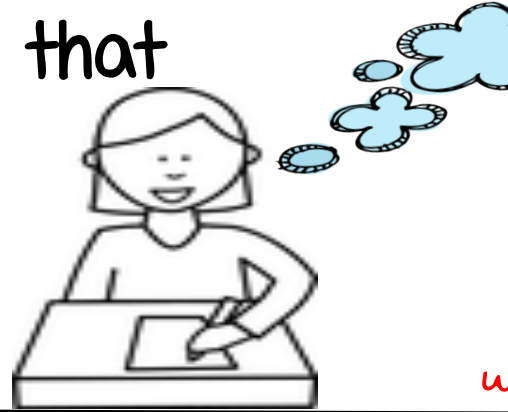We can provide a concluding statement or section.

W.3.2d/ Writing
"Types & Purposes"

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Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

We can establish a situation and introduce a narrator and/or characters; organize an event sequence that unfold naturally.

W.3.3/ Writing "Types & Purposes"

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We can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
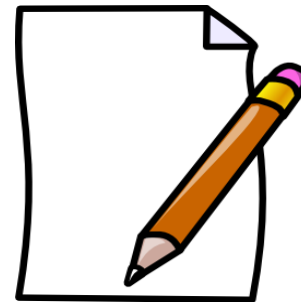
W.3.3/ Writing "Types & Purposes"

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Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

We can use temporal words and phrases to signal event order.

first   next   then   last

finally   after   before   later

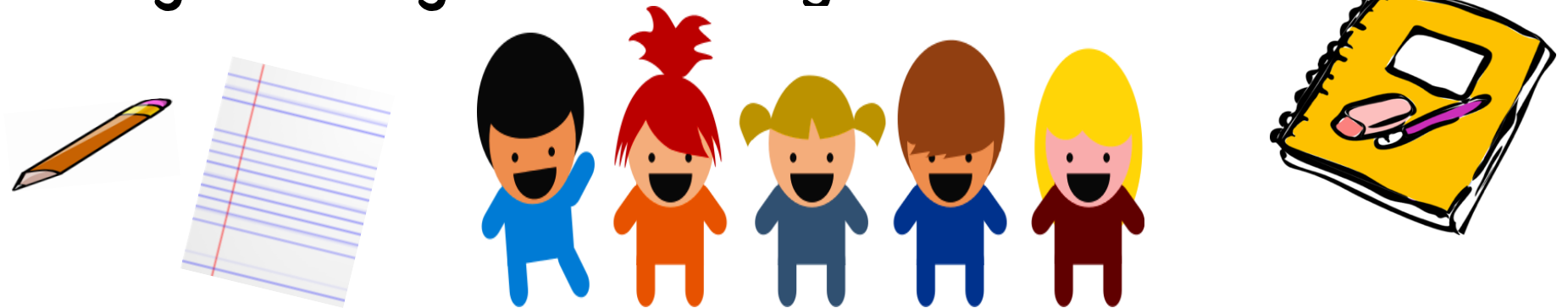
We can provide a sense of closure.

We can, 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.)

-Introduction
-Body / Facts
-COnclusion
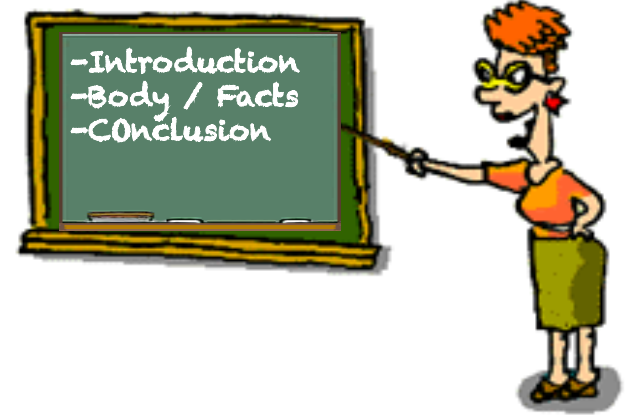
We can, with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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We can, 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.
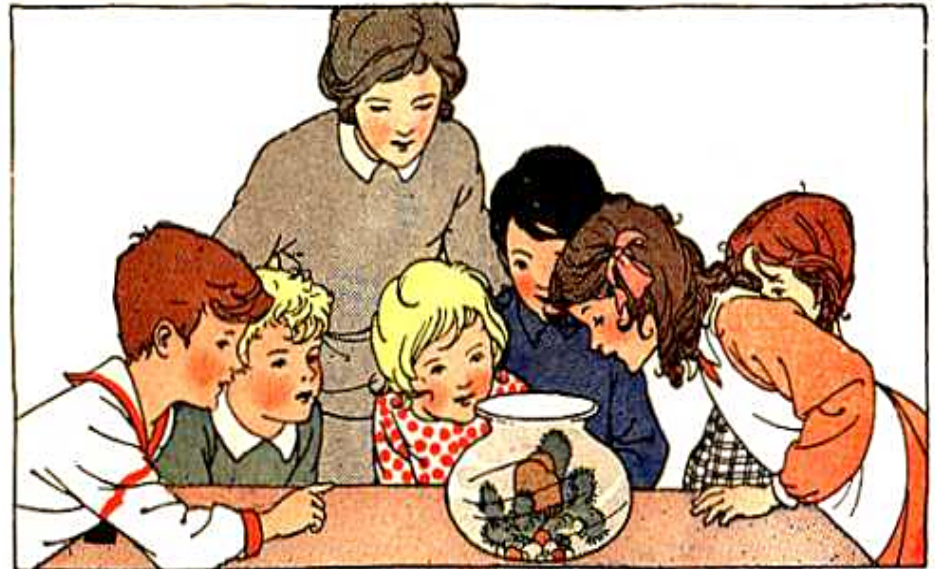
We can conduct short research projects that build knowledge about a topic.

We can recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

We can 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.
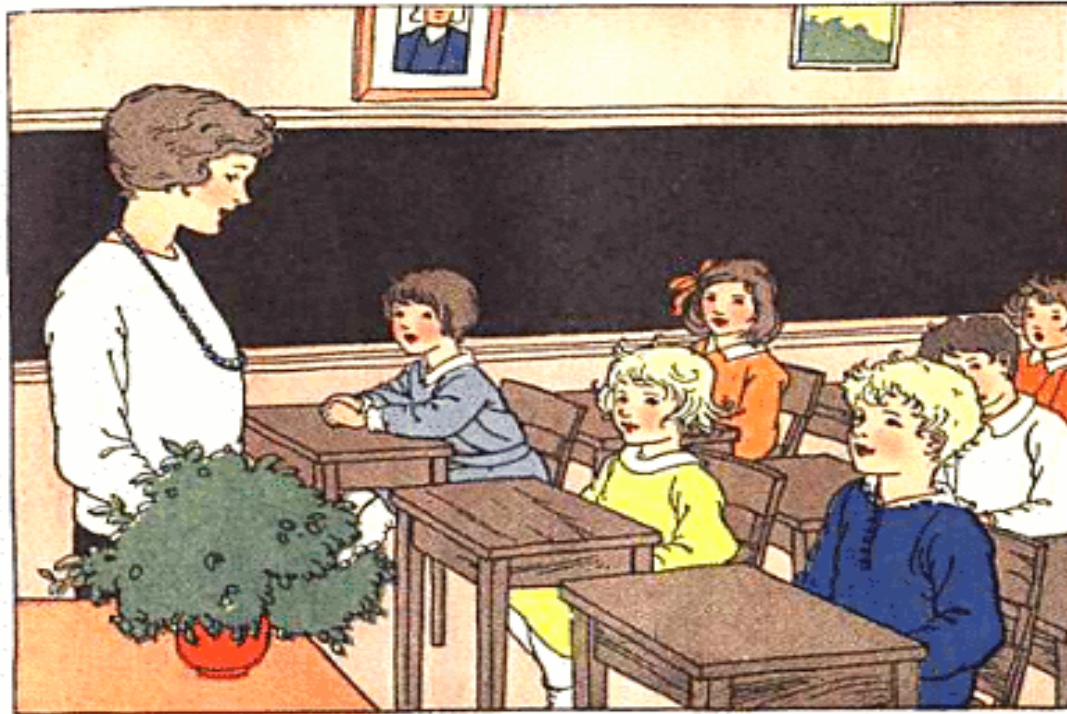
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts,* building on others' ideas and expressing their own clearly.

We 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.
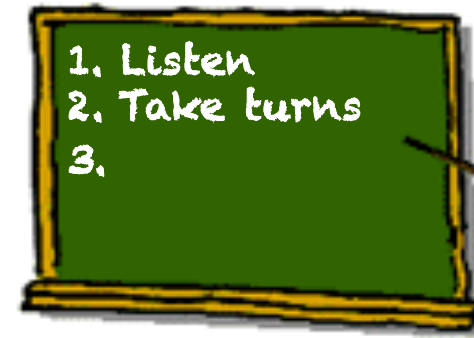
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

We 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).

1. Listen
2. Take turns
3.

SL.3.1b/ Speaking & Listening "Comprehension & Collaboration"

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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.

We can ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

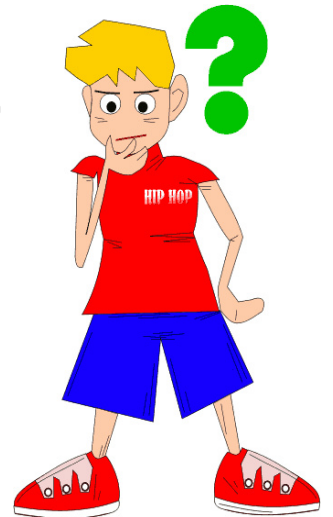SL.3.1c/ Speaking & Listening "Comprehension & Collaboration"

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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.
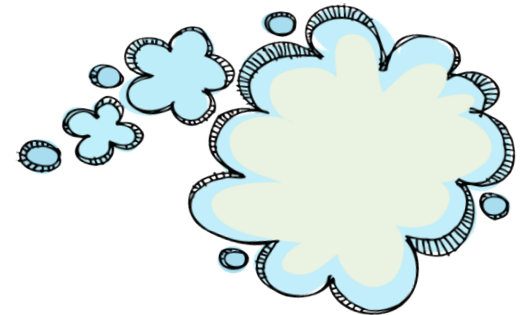
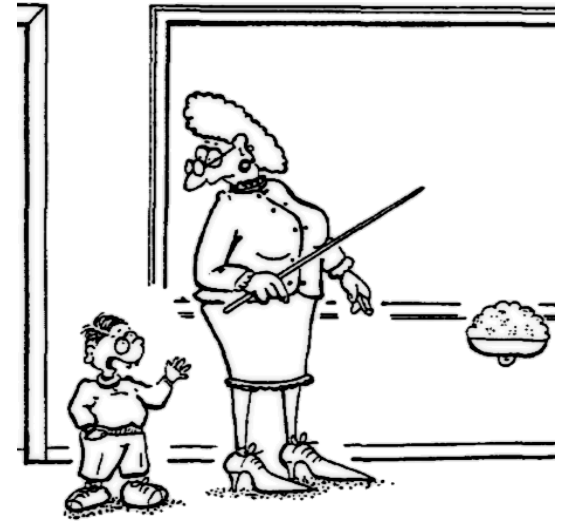We can explain our own ideas and understanding in light of the discussion.

We can 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.

We can ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

We can report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

The first President...

We can create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
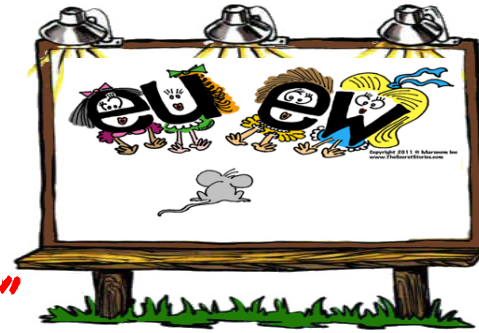
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We can speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
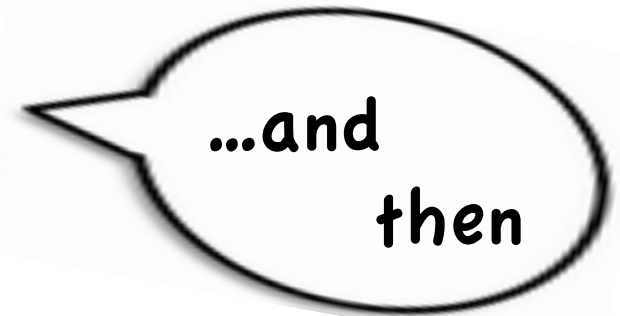
...and then

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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

We can explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

A **noun** is a person, place or thing.

L.3.1a/ Language
"Conventions of Standard English"

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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

We can form and use regular and irregular plural nouns.

kid ➡️ kids   child ➡️ children
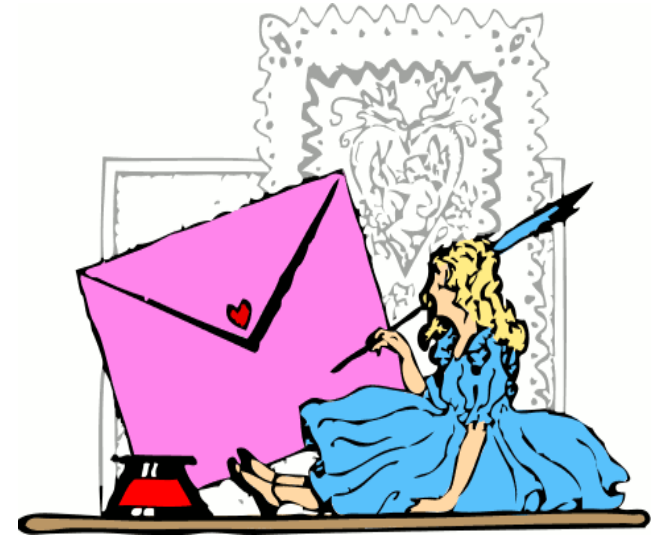
girl ➡️ girls   woman ➡️ women

L.3.1b/ Language
"Conventions of Standard English"

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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

We can use abstract nouns (e.g., *childhood*).

All My <u>Love</u>, Emma

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

We can form and use regular and irregular verbs.

See   saw   Seen

We can form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

The children <u>played</u> together.

The children <u>play</u> together.

The children <u>will play</u> together

L.3.1e/ Language
"Conventions of Standard English"

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We can ensure subject-verb and pronoun-antecedent agreement.

<u>Sarah</u> was sad because <u>she</u> didn't pass the test.

L.3.1f/ Language
"Conventions of Standard English"

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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

We can form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

heavy   heavier   heaviest

We can use coordinating and subordinating conjunctions.

Coordinating:

("FANBOYS" –a memory-trick!)

for / and / nor / but

when or / yet /so

Subordinating:

as soon as / after that

whenever / wherever

because / since

We can produce simple, compound, and complex sentences.

Ann picked flowers.

Ann picked the flowers and Sue put them. in a basket.

Ann and Sue fell asleep after they finished in the garden.

L.3.1i/ Language
"Conventions of Standard English"

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We can capitalize appropriate words in titles..

The Secret Garden is my favorite book because the illustrations are so lovely!

We can use commas in addresses.

Miss Summer Spencer
104 East Thistle Dr.
Wheeling, WV 26155

Dear Summer,
Thank you for inviting me to your birthday party! I had a great time!

Love,
Your Friend,
Emma

We can use commas and quotation marks in dialogue.

"Now it's time to go to bed,

so I don't want to hear any more talking!"

L.3.2c/ Language
"Conventions of Standard English"

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THIS CARD IS INTENTIONALLY BLANK.

We can form and use possessives.

The <u>girl's</u> doll is broken.

We can use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

sitting ❁ smiled ❁ cries ❁ happiness

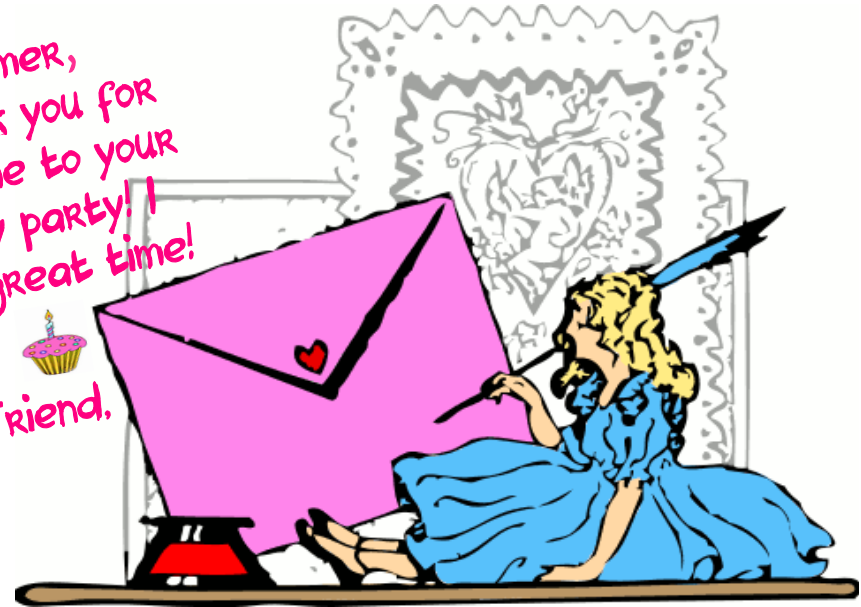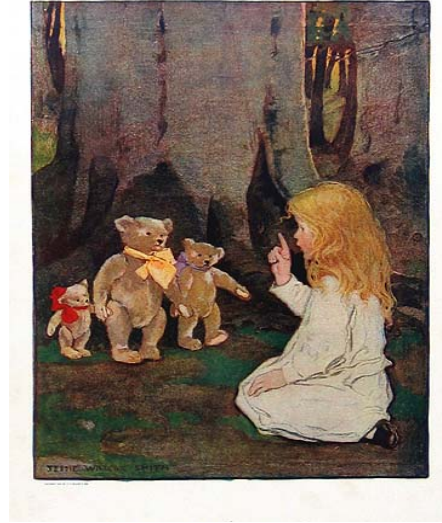**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing.
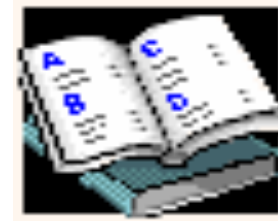
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

We can consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

We can choose words and phrases for effect.

The startled girl gasped at the sight of the spider, dancing on its shimmery web.
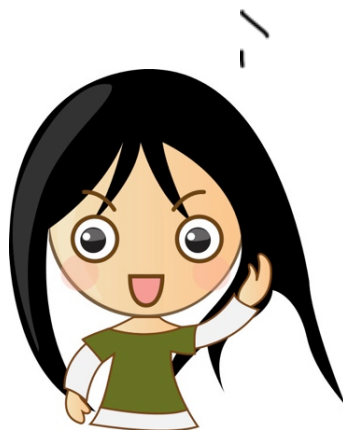
L.3.3a/ Language
"Knowledge of Language"

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Use knowledge of language and its conventions when writing, speaking, reading, or listening.

We can recognize and observe differences between the conventions of spoken and written standard English.

writing and Literature Class

L.3.3b/ Language
"Knowledge of Language"

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We can use sentence-level context as a clue to the meaning of a word or phrase.

The <u>torrential</u> downpour caused extreme flooding and left many drivers stranded.

L.3.4a/ Language
"Vocabulary Acquisition & Use"

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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.3.4b/ Language
"Vocabulary Acquisition & Use"

un happy

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Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

Use a known root word as a clue to the meaning of an unknown word with the same root.

company ➡ companion

THIS CARD IS INTENTIONALLY BLANK.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

We can use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words and phrases.

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

We can distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).

The little boy stole a kiss!

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

We can identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*, places in your home that are cozy).

L.3.5b/ Language
"Vocabulary Acquisition & Use"

THIS CARD IS INTENTIONALLY BLANK.

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Distinguish shades of meaning among related words that describe state of mind or degrees of certainty.

knew…

suspected…

believed…

wondered…

We can 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*).

We hope you enjoy this set of Common Core Posters for the Literacy Standards!

If you would like the "MADE-TO-MATCH" MATH SET (as part of the 'combined' Literacy & Math set, in either 'standard' or 'WE CAN' version) please **visit** http://www.teacherspayteachers.com/Store/Your-Bag-Of-Teaching-Secrets

In addition to these grade-group "Literacy & Math" Poster Sets, Katie continually posts other FREE goodies & special Secret Stories surprises/ support tools, so while there, be sure to "CLICK on FOLLOW ME" to receive notification of FREE Download Windows!

☺ THE SECRET STORIES