

# Alignment of Writing Strategies with Selected Common Core Standards

# Grade 3—Reading & Language

Updated: July 16, 2012

<p style="text-align: center;">Strategies →</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Common Core Stds</p>	<p style="text-align: center;">Essential Questions <i>Identify / Restate</i></p>	<p style="text-align: center;">A-Z</p>	<p style="text-align: center;">Clustering</p>	<p style="text-align: center;">Metacognition</p>	<p style="text-align: center;">Morphology</p>	<p style="text-align: center;">Acrostic</p>	<p style="text-align: center;">Diamante</p>	<p style="text-align: center;">Sentence Expansion</p>	<p style="text-align: center;">Defining Format</p>	<p style="text-align: center;">SWBST: Outline, Summary, Retelling</p>	<p style="text-align: center;">Narrative</p>	<p style="text-align: center;">Venn Diagram</p>	<p style="text-align: center;">Essays: Personal, Explanatory, Persuasive</p>	<p style="text-align: center;">Question, Short Answer, Why?</p>	<p style="text-align: center;">Conventions</p>		
<p><b>Reading for Literature</b></p>																	
<p><b>Key Ideas and Details</b></p>																	
<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	●	●	●	●	●	●	●	●			●			●	●		
<p>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.</p>	●	●	●	●	●	●	●	●		●	●				●		
<p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) &amp; explain how their actions contribute to the sequence of events.</p>	●	●	●	●	●	●	●	●		●	●				●		
<p><b>Craft and Structure</b></p>																	
<p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>																	
<p>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.</p>																	
<p>6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	●	●	●		●					●		●			●		
<p><b>Integration of Knowledge and Ideas</b></p>																	
<p>7. 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).</p>	●		●					●		●		●			●		
<p>8. (Not applicable to literature)</p>																	
<p>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).</p>	●	●	●	●	●	●	●					●			●		

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<p><b>Range of Reading and Complexity of Text</b></p>																	
<p>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.</p>																	
<p><b>Reading for Information</b></p>																	
<p><b>Key Ideas and Details</b></p>																	
<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	●	●	●	●	●	●	●	●							●		
<p>2. Determine the main idea of a text; recount the key details &amp; explain how they support the main idea.</p>	●	●	●	●	●			●							●		
<p>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.</p>	●	●	●	●	●		●	●			●			●	●		
<p><b>Craft and Structure</b></p>																	
<p>4. Determine the meaning of general academic &amp; domain-specific words and phrases in a text relevant to a <i>grade 3 topics or subject area</i>.</p>	●	●	●	●	●			●	●						●		
<p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	●														●		
<p>6. Distinguish their own point of view from that of the author of a text.</p>	●	●	●	●	●					●					●		
<p><b>Integration of Knowledge and Ideas</b></p>																	
<p>7. 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).</p>	●	●	●	●	●	●		●							●		

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<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 &amp; contrast the most important points &amp; key details presented in two texts on the same topic.</p>	●	●	●	●	●							●			●		
<p><b>Range of Reading and Text Complexity</b></p>																	
<p>10. By the end of the year, read &amp; comprehend informational texts, including history/social studies, science, &amp; technical texts, at the high end of the grades 2–3 text complexity band independently &amp; proficiently.</p>																	
<p><b>Reading: Foundational Skills</b></p>																	
<p><b>Phonics and Word Recognition</b></p>																	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>																	
<p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p>																	
<p>b. Decode words with common Latin suffixes.</p>																	
<p>c. Decode multisyllable words.</p>																	
<p>d. Read grade-appropriate irregularly spelled words.</p>																	
<p><b>Fluency</b></p>																	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p>																	
<p>a. Read grade-level text with purpose and understanding.</p>																	
<p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p>																	
<p>c. Use context to confirm or self-correct word recognition &amp; understanding, rereading as necessary.</p>																	

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<b>Speaking and Listening Strand</b>																	
<b>Comprehension and Collaboration</b>																	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, & teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas & expressing their own clearly.																	
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.																	
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).																	
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.																	
d. Explain their own ideas and understanding in light of the discussion.																	
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.																	
3. Ask & answer questions about information from a speaker, offering appropriate elaboration & detail.																	

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<p><b>Presentation of Knowledge and Ideas</b></p>																	
<p>4. 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.</p>																	
<p>5. 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.</p>	●	●	●	●				●							●		
<p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	●	●	●	●	●			●							●		
<p><b>Language Strand</b></p>																	
<p><b>Conventions of Standard English</b></p>																	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
<p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
<p>b. Form and use regular and irregular plural nouns.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
<p>c. Use abstract nouns (e.g., <i>childhood</i>).</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
<p>d. Form and use regular and irregular verbs.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
<p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p>	●	●	●		●			●		●				●	●		
<p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	

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		Identify / Restate																
g.	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
h.	Use coordinating and subordinating conjunctions.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
i.	Produce simple, compound, and complex sentences.	●	●		●	●	●		●							●		
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.	●	●													●		
d.	Form and use possessives.	●	●		●	●			●							●		
e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i> ).	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
g.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
<b>Knowledge of Language</b>																		
3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
a.	Choose words and phrases for effect.*	●	●													●		

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<p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	●	●		●	●				●						●		
<p><b>Vocabulary Acquisition and Use</b></p>																	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p>																	
<p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>																	
<p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p>	●	●		●	●				●						●		
<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p>	●			●	●										●		
<p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>																	
<p>5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>																	
<p>a. Distinguish the literal &amp; nonliteral meanings of words &amp; phrases in context (e.g., <i>take steps</i>).</p>	●	●	●	●	●			●							●		
<p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>	●	●	●	●	●			●							●		
<p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		

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<p>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., <i>After dinner that night we went looking for them</i>).</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		





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<b>Reading for Literature</b>																	
<b>Key Ideas and Details</b>																	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	●	●	●	●	●			●		●					●		
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	●	●	●	●	●	●		●		●	●				●		
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	●	●	●	●	●			●		●	●				●		
<b>Craft and Structure</b>																	
4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	●	●		●	●			●							●		
5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	●	●	●									●			●		
6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	●	●	●	●	●		●	●		●		●			●		
<b>Integration of Knowledge and Ideas</b>																	
7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	●	●	●	●	●										●		
8. (Not applicable to literature)																	
9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) & patterns of events (e.g., the quest) in stories, myths, & traditional literature from different cultures.	●	●	●	●	●							●			●		
<b>Range of Reading and Complexity of Text</b>																	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.																	

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<b>Reading for Information</b>																	
<b>Key Ideas and Details</b>																	
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	●	●	●	●	●			●		●	●				●		
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	●	●	●	●	●	●		●		●	●				●		
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	●	●	●	●	●			●		●	●				●		
<b>Craft and Structure</b>																	
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	●	●	●	●	●			●	●	●	●	●	●		●		
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	●	●	●	●	●									●	●		
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	●			●	●							●			●		
<b>Integration of Knowledge and Ideas</b>																	
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	●	●	●	●	●			●				●	●		●		
8. Explain how an author uses reasons and evidence to support particular points in a text.	●	●	●	●	●			●			●		●		●		
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	●	●	●	●	●			●			●	●	●		●		
<b>Range of Reading and Text Complexity</b>																	
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.																	

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<b>Reading: Foundational Skills</b>																	
<b>Phonics and Word Recognition</b>																	
1. Know and apply grade-level phonics and word analysis skills in decoding words.																	
e. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.																	
<b>Fluency</b>																	
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.																	
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<b>Speaking and Listening Strand</b>																	
<b>Comprehension and Collaboration</b>																	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.																	
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.																	
b. Follow agreed-upon rules for discussions and carry out assigned roles.																	
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.																	
d. Review the key ideas expressed & explain their own ideas & understanding in light of the discussion.																	

Strategies →		Essential Questions <i>Identify / Restate</i>	A-Z	Clustering	Metacognition	Morphology	Acrostic	Diamante	Sentence Expansion	Defining Format	SWBST: Outline, Summary, Retelling	Narrative	Venn Diagram	Essays: Personal, Explanatory, Persuasive	Question, Short Answer, Why?	Conventions		
Common Core Stds ↓																		
2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.																	
3.	Identify the reasons and evidence a speaker provides to support particular points.																	
<b>Presentation of Knowledge and Ideas</b>																		
4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
5.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.																	
6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.																	
<b>Language</b>																		
<b>Conventions of Standard English</b>																		
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●	●	●	●	●									●		
a.	Use relative pronouns ( <i>who, whose, whom, which, that</i> ) & relative adverbs ( <i>where, when, why</i> )	●	●	●	●	●	●									●		
b.	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.	●	●	●	●	●	●									●		
c.	Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions	●	●	●	●	●	●									●		
d.	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).	●	●	●	●	●	●									●		
e.	Form and use prepositional phrases	●	●	●	●	●	●	●								●		
f.	Produce complete sentences, recognizing and correcting inappropriate fragments & run-ons.*	●	●	●	●	●	●											
g.	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).*	●	●	●	●	●	●	●										

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		<i>Identify / Restate</i>															
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	●	●	●	●	●	●	●								●	
a.	Use correct capitalization.	●	●	●	●	●	●	●								●	
b.	Use commas and quotation marks to mark direct speech and quotations from a text.	●	●	●	●	●	●									●	
c.	Use a comma before a coordinating conjunction in a compound sentence.	●	●	●	●	●	●		●	●	●	●	●	●	●	●	
d.	Spell grade-appropriate words correctly, consulting references as needed.	●	●	●	●	●			●	●	●	●	●	●	●	●	
<b>Knowledge of Language</b>																	
3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
a.	Choose words and phrases to convey ideas precisely.*	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
b.	Choose punctuation for effect.*																
c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).																
<b>Vocabulary Acquisition and Use</b>																	
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.					●											
a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.					●											
b.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i> ).					●											
c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words & phrases					●											
5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					●											
a.	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.					●											

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<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>					●												
<p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>					●												
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>																	