



Reading: Literature

CCSS.ELA-LITERACY.	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.	Discuss and Teach: 1, 2, 4, 7, 8, 9, 11, 14, 15, 17, 18, 19, 21, 26, 33, 37, 39, 42, 43, 44, 46, 48, 52, 53, 55, 56
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.	Discuss and Teach: 1, 8, 9, 11, 12, 14, 17, 18, 19, 21, 25, 26, 33, 35, 39, 46, 48, 50, 52, 53, 62
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.	Discuss and Teach: 1, 4, 7, 8, 12, 17, 26, 27, 31, 44, 46, 48, 55, 56
CCSS.ELA-LITERACY.	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.	Discuss and Teach: 19, 23, 42, 50, 52, 60
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.	Discuss and Teach: 5, 12, 24, 25, 39, 46, 48, 52, 53, 56, 62
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	Discuss and Teach: 44, 53

CCSS.ELA-LITERACY.	Integration of Knowledge and Ideas	
RL.3.7	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).	Discuss and Teach: 15, 21, 39, 60
RL.3.9	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).	Discuss and Teach: 16, 28
CCSS.ELA-LITERACY.	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.	Discuss and Teach: 1, 2, 4, 6, 7, 8, 9, 11, 12, 14, 15, 17, 19, 21, 23, 25, 26, 27, 31, 33, 35, 37, 39, 42, 44, 46, 48, 50, 52, 53, 55, 56, 60, 62

Reading: Informational Text

CCSS.ELA-LITERACY.	Key Ideas and Details	
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Discuss and Teach: 13, 16, 20, 29, 38, 41, 43, 49, 54, 57, 59, 61
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Discuss and Teach: 3, 5, 10, 16, 22, 24, 28, 29, 32, 34, 40, 41, 45, 47, 49, 51
RI.3.3	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.	Discuss and Teach: 28, 41, 47
CCSS.ELA-LITERACY.	Craft and Structure	
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Introduce the New Book: 10, 13, 16, 20, 22, 28, 29, 30, 32, 34, 36, 38, 40, 41, 43, 45, 47, 49, 51, 54, 57, 58, 59, 61
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Introduce the New Book and Discuss and Teach: 3, 13, 22, 28, 29, 32, 34, 40, 41, 45, 61
RI.3.6	Distinguish their own point of view from that of the author of a text.	Discuss and Teach: 16, 41, 49
CCSS.ELA-LITERACY.	Integration of Knowledge and Ideas	
RI.3.7	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).	Discuss and Teach: 3, 5, 10, 13, 16, 20, 22, 24, 28, 29, 32, 34, 36, 38, 40, 41, 43, 45, 47, 49, 51, 54, 57, 58, 59, 61
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Discuss and Teach: 3, 13, 20, 34, 43, 54, 57
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	Discuss and Teach: 3, 5, 10, 13, 16, 24, 28, 41, 43, 45, 47, 51, 54, 58, 61

CCSS.ELA-
LITERACY.

Range of Reading and Level of Text Complexity

RI.3.10

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.

Discuss and Teach: 3, 5, 10, 13, 16, 20, 22, 24, 28, 29, 32, 34, 36, 38, 40, 41, 43, 45, 47, 49, 51, 54, 57, 58, 59, 61

Reading: Foundational Skills

CCSS.ELA-LITERACY.	Phonics and Word Recognition	
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Discuss and Teach and Word Study: 5, 6, 7, 8, 9, 10, 11, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36, 37, 38, 39, 40, 41, 42, 44, 45, 46, 47, 48, 49, 50, 51, 52, 54, 55, 57, 58, 60, 61, 62
RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.	Discuss and Teach and Word Study: 6, 7, 16, 20, 24, 26, 30, 31, 35, 37, 39, 40, 41, 42, 44, 45, 46, 48, 49, 50, 51, 52, 54, 55, 57, 58, 60, 62
RF.3.3.B	Decode words with common Latin suffixes.	Discuss and Teach and Word Study: 6, 7, 20, 24, 30, 31, 39, 41, 42, 44, 45, 48, 54, 55, 57, 58, 60, 62
RF.3.3.C	Decode multisyllable words.	Discuss and Teach and Word Study: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62
RF.3.3.D	Read grade-appropriate irregularly spelled words.	Discuss and Teach and Word Study: 1, 11, 15, 17, 20, 24, 35, 42, 47, 55
CCSS.ELA-LITERACY.	Fluency	
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	Discuss and Teach and Word Study: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62
RF.3.4.A	Read grade-level text with purpose and understanding.	Discuss and Teach and Word Study: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62
RF.3.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Discuss and Teach and Word Study: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62
RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Discuss and Teach and Word Study: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62

Writing

CCSS.ELA-LITERACY.

Text Types and Purposes

W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	Guided Writing: 12, 16, 30, 33, 41, 53, 59
W.3.1.A	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Guided Writing: 12, 16, 30, 33, 41, 53, 59
W.3.1.B	Provide reasons that support the opinion.	Guided Writing: 12, 16, 30, 33, 41, 53, 59
W.3.1.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	Guided Writing: 12, 16, 30, 33, 41, 53, 59
W.3.1.D	Provide a concluding statement or section.	Guided Writing: 1, 2, 4, 5, 8, 11, 15, 17, 18, 19, 21, 25, 26, 37, 39, 42, 46, 48, 50, 52, 56, 60
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Guided Writing: 3, 5, 10, 13, 20, 22, 24, 28, 29, 32, 34, 36, 38, 40, 43, 45, 47, 49, 51, 54, 57, 58
W.3.2.A	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Guided Writing: 3, 5, 10, 13, 20, 22, 24, 28, 29, 32, 34, 36, 38, 40, 43, 45, 47, 49, 51, 54, 57, 58
W.3.2.B	Develop the topic with facts, definitions, and details.	Guided Writing: 3, 5, 10, 13, 20, 22, 24, 28, 29, 32, 34, 36, 38, 40, 43, 45, 47, 49, 51, 54, 57, 58
W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Guided Writing: 3, 5, 10, 13, 20, 22, 24, 28, 29, 32, 34, 36, 38, 40, 43, 45, 47, 49, 51, 54, 57, 58
W.3.2.D	Provide a concluding statement or section.	Guided Writing: 8, 15, 18, 19, 39, 50
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Guided Writing: 1, 2, 4, 5, 8, 11, 15, 17, 18, 19, 21, 25, 26, 37, 39, 42, 46, 48, 50, 52, 56, 60
W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Guided Writing: 1, 2, 4, 5, 8, 11, 15, 17, 18, 19, 21, 25, 26, 37, 39, 42, 46, 48, 50, 52, 56, 60

W.3.3.B	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Guided Writing: 1, 2, 4, 5, 8, 11, 15, 17, 18, 19, 21, 25, 26, 37, 39, 42, 46, 48, 50, 52, 56, 60
W.3.3.C	Use temporal words and phrases to signal event order.	Guided Writing: 1, 2, 4, 5, 8, 11, 15, 17, 18, 19, 21, 25, 26, 37, 39, 42, 46, 48, 50, 52, 56, 60
W.3.3.D	Provide a sense of closure.	Guided Writing: 8, 15, 26, 39
CCSS.ELA-LITERACY.	Production and Distribution of Writing	
W.3.4	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.)	Guided Writing: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 here.)	Guided Writing: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62