

**COMMON CORE ESSENTIAL ELEMENTS
FOR
THIRD GRADE**

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Third Grade English Language Arts Standards: Reading (Literature)	
CCSS Grade-Level Standards	Common Core Essential Elements
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.	EERL.3.1. Answer questions to demonstrate understanding of text.
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.	EERL.3.2. Retell stories, including fables, folktales, and myths from diverse cultures including details from 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.	EERL.3.3. Identify the traits, motivations, or feelings of characters in a story.
Craft and Structure.	
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	EERL.3.4. Determine whether something described in the text could be true.
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.	EERL.3.5. Determine the beginning, middle, and end of a story.
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	EERL.3.6. Identify personal point of view about a character or the narrator.
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).	EERL.3.7. Identify parts of illustrations that depict a particular mood, setting, or character.
RL.3.8. (Not applicable to literature)	EERL.3.8. N/A
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).	EERL.3.9. Identify similarities in the settings of two stories by the same author.
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.	EERL.3.10. **This Literature Essential Element references all elements above.

Third Grade English Language Arts Standards: Reading (Informational Text)	
CCSS Grade-Level Standards	Common Core Essential Elements
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.	EERI.3.1. Answer questions related to a familiar text.
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	EERI.3.2. Identify a detail of a text.
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.	EERI.3.3. List the progression of a series of events.
Craft and Structure.	
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topics or subject area</i> .	EERI.3.4. Determine the meaning of vocabulary related to a familiar text.
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	EERI.3.5. Identify text features and search tools.
RI.3.6. Distinguish their own point of view from that of the author of a text.	EERI.3.6. Identify a personal point of view about a text.
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).	EERI.3.7. Demonstrate an understanding of text by connecting a visual element.
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).	EERI.3.8. N/A (See EERI.3.3.)
RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	EERI.3.9. Identify similarities of two resources on the same topic.
Range of Reading and Level of Text Complexity.	
RI.3.10. By the end of the year, read and comprehends 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.	EERI.3.10. **This Informational Text Essential Element references all elements above.

Third Grade English Language Arts Standards: Reading (Foundational Skills)	
CCSS Grade-Level Standards	Common Core Essential Elements
Phonics and Word Recognition.	
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes.	EERF.3.3. Apply letter-sound skills in decoding consonant sounds of familiar one-syllable words. a. In context, demonstrate basic knowledge of letter-sound correspondences.
b. Decode words with common Latin suffixes.	EERF.3.3.b. With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rhymes).
c. Decode multi-syllable words.	EERF.3.3.c. N/A
d. Read grade-appropriate irregularly spelled words.	EERF.3.3.d. Recognize 40 or more written words.
Fluency.	
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	EERF.3.4. Read text comprised of familiar words to support comprehension. a. Read familiar text with purpose and understanding.
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	EERF.3.4.b. N/A
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	EERF.3.4.c. Use context to determine missing words in familiar texts.

Third Grade English Language Arts Standards: Writing²	
CCSS Grade-Level Standards	Common Core Essential Elements
Text Types and Purposes.	
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion.	EEW.3.1.a-b. Select a text and write to state an opinion about it and one reason to support the opinion.
c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	EEW.3.1.c. N/A
d. Provide a concluding statement or section.	EEW.3.1.d. N/A

² Throughout, writing can include standard writing instruments, computers, or alternate writing tools.

Third Grade English Language Arts Standards: Writing²	
CCSS Grade-Level Standards	Common Core Essential Elements
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details.	EEW.3.2.a-b. Select a topic and write about it including one fact or detail.
c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	EEW.3.2.c. N/A
d. Provide a concluding statement or section.	EEW.3.2.d. N/A
W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	EEW.3.3.a. Select an event or personal experience and write one thing about it.
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	EEW.3.3.b. N/A
c. Use temporal words and phrases to signal event order.	EEW.3.3.c. N/A
d. Provide a sense of closure.	EEW.3.3.d. N/A
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.)	EEW.3.4. With guidance and support, produce writing that expresses more than one idea.
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	EEW.3.5. With guidance and support from adults and peers, revise own writing by adding more information.
W.3.6. 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.	EEW.3.6. With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.
Research to Build and Present Knowledge.	
W.3.7. Conduct short research projects that build knowledge about a topic.	EEW.3.7. Gather information about a topic for a group research project.

Third Grade English Language Arts Standards: Writing²	
CCSS Grade-Level Standards	Common Core Essential Elements
W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	EEW.3.8. Sort information into two provided categories and write information learned about them.
W.3.9. (Begins in grade 4)	EEW.3.9. (Begins in grade 4.)
Range of Writing.	
W.3.10. 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.	EEW.3.10. Write routinely for a variety of tasks, purposes, and audiences.

Third Grade English Language Arts Standards: Speaking and Listening	
CCSS Grade-Level Standards	Common Core Essential Elements
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 <i>grade 3 topics and texts</i> , 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.	EESL.3.1. Participate in collaborative opportunities. a. Engage in collaborative interactions about texts.
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).	EESL.3.1.b. Listen to others' ideas before responding.
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	EESL.3.1.c. Ask questions that link to ideas of others.
d. Explain their own ideas and understanding in light of the discussion.	EESL.3.1.d. Express ideas clearly.
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.	EESL.3.2. Ask and answer questions about details from a text read aloud or information presented orally or through other media.
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	EESL.3.3. Ask or answer questions about what a speaker says.
Presentation of Knowledge and Ideas.	
SL.3.4. Report on a topic or text, a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	EESL.3.4. Recount a personal experience including details.

SL.3.5. 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.	EESL.3.5. Create a multimedia presentation of a story or poem.
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	EESL.3.6. Combine words for effective communication to clarify thoughts, feelings, and ideas.

Third Grade English Language Arts Standards: Language	
CCSS Grade-Level Standards	Common Core Essential Elements
Conventions of Standard English.	
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	EEL.3.1. Demonstrate standard English grammar and usage when communicating.
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	a. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.
b. Form and use regular and irregular plural nouns.	EEL.3.1.b. Use plural nouns.
c. Use abstract nouns (e.g., <i>childhood</i>).	EEL.3.1.c. N/A
d. Form and use regular and irregular verbs.	EEL.3.1.d. Use present and past tense verbs.
e. Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.	EEL.3.1.e. N/A
f. Ensure subject-verb and pronoun-antecedent agreement.*[sic]	EEL.3.1.f. N/A
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	EEL.3.1.g. N/A
h. Use coordinating and subordinating conjunctions.	EEL.3.1.h. Produce utterances using three or more words.
i. Produce simple, compound, and complex sentences.	EEL.3.1.i. Ask simple questions.
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	EEL.3.2. Apply conventions of standard English including capitalization and spelling.
a. Capitalize appropriate words in titles.	a. Capitalize the first letter of a familiar place.
b. Use commas in addresses.	EEL.3.2.b. N/A
c. Use commas and quotation marks in dialogue	EEL.3.2.c. N/A
d. Form and use possessives	EEL.3.2.d. N/A
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i>).	EEL.3.2.e. Spell common high-frequency words accurately.
f. Use spelling patterns and generalizations (e.g., <i>word families</i> , <i>position-based spellings</i> , <i>syllable patterns</i> , <i>ending rules</i> , <i>meaningful word parts</i>) in writing words.	EEL.3.2.f. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.

Third Grade English Language Arts Standards: Language	
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g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	EEL.3.2.g. Consult print in the environment to support reading and spelling.
Knowledge of Language.	
L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.*[sic]	EEL.3.3. Use language to achieve desired outcomes when communicating. a. Use language to make simple requests.
b. Recognize and observe differences between the conventions of spoken and written standard English.	EEL.3.3.b. Use language to comment or share information.
Vocabulary Acquisition and Use.	
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. a. Use sentence-level context as a clue to the meaning of a word or phrase.	EEL.3.4. Demonstrate knowledge of new vocabulary drawn from reading and content areas. a. N/A
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>).	EEL.3.4.b. Identify the temporal meaning of words when common affixes (-ing, ed) are added to common verbs.
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>).	EEL.3.4.c. N/A
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	EEL.3.4.d. N/A
L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).	EEL.3.5. Demonstrate understanding of word relationships. a. N/A
b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	EEL.3.5.b. Identify real-life connections between words and their use (e.g., <i>happy</i> : "I am <i>happy</i> .").
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, and wondered</i>).	EEL.3.5.c. Identify words that describe personal emotional states.
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., <i>After dinner that night we went looking for them</i>).	EEL.3.6. Demonstrate understanding of words that signal spatial and temporal relationships (e.g., <i>behind, under, after, soon, next, later</i>).

