

Common Core Comprehension

Common Core Grade-Specific Standards Grade 3 Overview

Narrative Text

Informational Text

Opinion/Argument Text

Reading Standards for Literature

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| 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | ✓ | | |
| 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. | ✓ | | |
| 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. | ✓ | | |
| 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | ✓ | | |
| 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections. | ✓ | | |
| 3.6 Distinguish their own point of view from that of the narrator or those of the characters. | ✓ | | |
| 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). | ✓ | | |
| 3.8 <i>Not applicable to literature.</i> | | | |
| 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). | ✓ | | |
| 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 Standards for Informational Text

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| 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | ✓ | ✓ |
| 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. | | ✓ | ✓ |
| 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. | | ✓ | ✓ |
| 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. | | ✓ | ✓ |
| 3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | | ✓ | ✓ |
| 3.6 Distinguish their own point of view from that of the author of a text. | | ✓ | ✓ |
| 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). | | ✓ | ✓ |
| 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). | | ✓ | ✓ |
| 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. | | ✓ | ✓ |
| 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. | | ✓ | ✓ |