**Napa Valley Unified School District**

**Common Core Standards**

**Grade 3 – Reading and Speaking & Listening Standards On-A-Page**

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| **Reading Literature** | **Reading Information** | **Speaking & Listening** | |
| **Key Ideas and Details**   1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 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. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.   **Craft and Structure**   1. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) CA 2. 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. 3. Distinguish their own point of view from that of the narrator or those of the characters.   **Integration of Knowledge and Ideas**   1. 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). 2. (Not applicable to literature) 3. 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).   **Range of Reading and Level of Text Complexity**   1. 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 | | **Key Ideas and Details**   1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers 2. Determine the main idea of a text; recount the key details and explain how they support the main idea 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.   **Craft and Structure**  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.* (See grade 3 Language standards 4-6 for additional expectations.) CA  5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  6. Distinguish their own point of view from that of the author of a text.  **Integration of Knowledge and Ideas**  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).  8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  9. Compare and contrast the most important points and key details presented in two texts on the same topic.  **Range of Reading and Level of Text Complexity**  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. | **Comprehension and Collaboration**  1. 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.   1. 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. 2. 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). 3. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. 4. Explain their own ideas and understanding in light of the discussion. 5. 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. 6. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail   **Presentation of Knowledge and Ideas**  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.   1. Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA 2. 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. 3. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) |

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