

## Opal Common Core Curriculum Standards

The following standards for 3rd grade offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Selection Title	Opal Common Core Curriculum
<b>Unit One</b>	
The Jar of Tassai	RL.3.1 RL.3.2 RL.3.3
The Story of the White Sombrero	RL.3.2 RF.3.4
A Cane in Her Hand	RL.3.3 RL.3.6
Boom Town	RL.3.5 RL.3.3
Taro and the Tofu	RL.3.2 RL.3.3 W.3.1
<b>Unit Two</b>	
Good-Bye, 382 Shin Dang Dong	RL.3.1 RL.3.6
Sybil Rides By Night	RI.3.2 RL.3.3
Nothing Much Happened Today	RL.3.1 RL.3.3
Food's on the Table	RL.3.3 RL.3.5
Across the Wide Dark Sea	RL.3.1 RF.3.3
<b>Unit Three</b>	
The Printer	RL.3.3 RL.3.6
Lorenzo & Angelina	RL.3.3 RL.3.5
A Day When Frogs Wear Shoes	RL.3.3 RL.3.6
The Burning of the Rice Fields	RL.3.3 W.3.1
Mother to Tigers	RL.3.3 RL.3.5
<b>Unit Four</b>	
The Town That Moved	RI.3.2 RI.3.7 RL.3.9
Heartland	RL.3.4 RL.3.5 RL.3.7
Mr. Peaceable Paints	RL.3.1 RI.3.7
Patrick and the Great Molasses Explosion	RL.3.5 RI.3.9
Bear Mouse	RL.3.1 RL.3.3
<b>Unit Five</b>	
A Gift for Tia Rosa	RL.3.2 RL.3.3
Harlequin and the Gift of Many Colors	RL.3.2 RL.3.3
Claw Foot	RL.3.2 RL.3.3
Beatrice's Goat	RL.3.2 RL.3.3 W.3.1
The Gardener	RL.3.2 RL.3.5
<b>Unit Six</b>	
Rocks in His Head	RL.3.1 RL.3.3
The Naming of Olga da Polga	RL.3.3 RL.3.5
A Toad for Tuesday	RL.3.2 RL.3.3 RL.3.5 RL.3.10

## ***Common Core State Standards for 3rd Grade***

### ***Reading Standards for Literature***

#### ***Key Ideas and detail***

RL.3.1: Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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.

RL.3.3: Describe how 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***

RL.3.4: Describe the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.

RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

#### ***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)

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.

### ***Reading Standards for Informational Text***

#### ***Key Ideas and Detail***

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

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.

### ***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.

### ***Integration of Knowledge and Ideas***

RI.3.7: Use information gained from illustrations (e.g., maps [and] photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, [and] first/second/third in a sequence).

RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10: By the end of 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.

## ***Reading Standards: Foundational Skills***

### ***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
  - b. Decode words with common Latin suffixes.
  - c. Decode multi-syllable words

### ***Fluency***

- RF.3.4: Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding
  - b. Read on-level prose and poetry orally with accuracy, [at the] appropriate rate, and [with] expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Standards for Speaking and Listening and Writing Skills**

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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.

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

## **Language Standard**

L.3.4b: Determine the meaning of the new word formed when a known affix is added to a known word.