

Grade Three: ELA, CCSS Literary Text Standards with English Language Development Functions and Forms.

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers..	Ask and Answer Questions	Asking Informational Questions Asking Clarifying Questions	Question did, are, will, am, is, can (use in verb phrases), how, what, who, when, where, why, do you	Question Students learn to understand and generate oral and written language with: verbs and verb phrases in questions.	_____ is the _____ (character). The character did _____. He is _____. _____ are _____, _____ is _____. _____ did _____ because _____. _____ did _____ when _____. _____ will/will not _____. _____ does/does not _____. _____ will _____ but _____ not _____. If _____ then _____ can/can not _____. _____ can _____ and _____ because _____, _____ would _____ if _____ were _____.
St. 2	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.	Central Message	a. Retell/Relating Past Events b. Cause and Effect	Retell was, were, ----ing yesterday/last, ----ed, first, last, finally, has/have/been,----ing, since/for, conditional If _____ had/hadn't _____, will be, was going, would/wouldn't have_____. Cause and Effect If _____ then_____, had/hadn't, would/wouldn't, if, then, so, as a result, when, after, due to	Retell Students will learn to understand and generate oral and written language with past and present verb tenses and verb forms. Cause and Effect Students will be able to use past and conditional verb forms.	The story is a _____ (fable/folktale/myth). _____ (character) _____ was _____ (ing) The main idea is _____ (1-2 words). The lesson _____ is _____. The main idea is _____ (several words). A detail is _____. If _____ (action) had/had not _____ then _____. The _____ (message) in _____ (story) _____ is _____. _____ (the lesson) means _____. _____ and _____ are _____ (details) that support _____. Since the _____ is _____, a supporting _____ might be _____.
St. 3	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.	Character Actions Contribute to Event Sequences	a. Sequence (may support with descriptive language) b. Summarize (part of sequencing language)	Sequence first, second, next (placement words) after, finally, following, now, soon, when, then, in the meantime Summarize indeed, therefore, consequently, to conclude, in short, and/but (inter-connects with cause and effect)	Sequence Students will learn sequencing using adverbs of time, relative clauses & subordinate conjunctions Summarize Students will learn to understand and comprehend compound sentences that use the following words and phrases: and, but, to conclude, in summary, in short, indeed, therefore, consequently.	_____ (character) _____ (verb). _____ (character) _____ and _____. First _____ (character) _____ (action) and then _____. Finally _____. _____ explains that _____ (character) did/not _____ because _____ (trait). Not long after _____ (event) _____ (character) _____ (action). First _____ then _____ and finally _____. Although _____ (character) _____ (action/trait) he/she did/not _____, _____ (character) could be described as _____ because _____.
St. 4	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Differentiating Literal from Nonliteral Language	a. Defining (conceptualizing nouns, verbs and adjectives) b. Contrasting (differentiating literal and nonliteral)	Define is, a, are, tells, shows that, describes, explains, has, example of Contrast is different than, unlike, however, differences between, in contrast to, opposed to, each is, from, whereas	Define Students will learn to define concrete and abstract objects/concepts using correct nouns, pronouns, and adjectives. Contrasting Students will be able to understand and generate comparative adjectives and sentences that use subject/verb/adjectives to show differences.	What is a _____? A _____ is a _____. A _____ is _____. The _____ (sing. noun) means _____ (ADJ). _____ tells _____. _____ tells that _____. The _____ (story) has _____ and _____ words to tell about _____. _____ is an example of _____ (literal/non) text/ The phrase _____ explains _____. _____ describes _____ because _____. In the text _____ (phrase/words) is/ are used to emphasize _____. In the text _____ (non-literal phrase/word) can be restated to mean _____ (literal).
St. 5	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.	Understanding Story Structure	a. Sequence b. Description (reference text features and structures)	Sequence first, second, next (placement words) after, finally, following, now, soon, when, then, in the meantime Description is, a, can, has, are, and, in, but, is not, because, frequently, if _____ then, would not/have	Sequence Students learn sequencing using adverbs of time, relative clauses and subordinate conjunctions. Describe Students learn to understand and generate oral and written language using present progressive adverbs.	_____ (chapter) is about _____. The story is _____ (adjective). The stanza is _____ but not _____. _____ (beg., mid., end) of _____ (scene) may be described as _____ because _____. At first _____ is/not _____ but at the end _____. Prior to the scene about _____, _____ was/not _____. _____ had _____ in the _____ (first, second, etc...) chapter, then _____ would/not have _____. The _____ (story, drama, poem) reminds me of _____, because _____.
St. 6	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	Comparing Point of View	a. Expressing and Supporting Opinions (point of view) b. Comparing and Contrasting	Supporting Opinion like/don't, agree/don't, should/not, because/so, IF clauses with modals: can, would, may, must, should Compare and Contrast _____ is like _____ because _____, both are similar, is different than, _____ from _____ is _____, whereas _____ has _____, the same _____	Supporting Opinions Students will learn to express opinions using simple to complex sentence structures. Compare Students will learn to understand and generate complex sentence structures with specific comparative language using adjectives and conjunctions. Contrasting Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	The narrator is _____. I like _____. _____ (narrator) likes _____, but I like _____. I don't agree with _____ because _____. _____ is telling about _____ and feels/thinks _____. I feel/think _____ about _____. I believe _____ is _____ in the text because _____. In my opinion _____ should _____ because /so _____. The _____ (narrator) explains _____ about _____ when _____. If I were the narrator I would _____ about _____ because _____.
St. 7	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).	Specific Illustration Contribution to Meaning	a. Compare and Contrast b. Description	Compare and Contrast is, shows, in, about, is similar to, when _____ of, _____ felt _____ when _____, _____ and _____, both have, _____ creates a _____ but, how does, examples from, _____ what does/is, explain how Describe is, a, can, has, are, and, in, but, is not, because, frequently, if _____ then, would not/have	Compare Students will learn to understand and generate complex sentence structures with specific comparative language using adjectives and conjunctions. Contrast Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives... Describe Students will learn to understand and generate oral and written language skills with present progressive adverbs.	The setting is _____ (p.phrase). The illustration shows _____. _____ in the illustrations are about _____. The _____ (illustration) of _____ is similar to the _____ (story) mood because _____. The illustration of _____ makes the reader feel _____. The character _____ felt _____ when _____. If the reader saw the illustration, he/she may feel _____ because _____. The _____ and the _____ are _____ because both have _____. _____ creates a _____ mood, but _____ emphasizes _____.
St. 8	RL.K.8 (Not applicable to literature)	N/A	N/A	N/A	N/A	N/A
St. 9	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).	Compare and Contrast Themes, Setting and Plots by Same Author	Compare and Contrast (stories and story elements)	Compare and Contrast _____ is like _____ because _____, both are similar, is different than, _____ from _____ is _____, whereas _____ has _____, the same _____	Compare Students will learn to understand and generate complex sentence structures with specific comparative language using adjectives and conjunctions. Contrast Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	_____ has _____ and _____ has _____. _____ is like _____. _____ and _____ have the same _____ in the (setting/theme/plot). The theme in _____ is the same as _____ because both _____. The author's plot in _____ is different than in _____ because _____. Both stories _____ and _____ have _____. _____ (character) _____ in _____ is _____ (similar to/different than) _____, because _____. The theme in _____ is _____ whereas the theme in _____ is _____ (apply to plot and setting).
St. 10	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.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				

Grade Three: ELA, CCSS Informational Text Standards with English Language Development Functions and Forms.

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers..	Ask and answer Questions	Asking Informational Questions Asking Clarifying Questions	Question did, are, will, am, is, can (use in verb phrases), how, what, who, when, where, why, do you	Question Students will learn to understand and generate oral and written language with verbs and verb phrases in questions.	The _____. The ___ did ____. Is ____. The ____ is ____. _____ can ____. _____ can ____ and ____. _____ is ____. _____ does ____ because ____. _____ is ____ at ____. _____ will ____. when ____. _____ and ____ can ____ because ____. The ____ will ____ and ____ when ____ since ____.
St. 2	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	Central Message	a. Retell and Relating Past Events b. Cause and Effect	Retell past and present verb tense was/were, has/has been, is/are, will be, was going Cause and Effect If ____ then____, had/hadn't, would/wouldn't, if, then, so, as a result, when, after, due to	Retell Students will learn to understand and generate oral and written language with present and past tense verbs. Cause and Effect Students will be able to use past and conditional verb forms.	_____ is a detail. _____ is the main idea. _____ is ____. _____ shows that ____ (support topic). The text describes/explains about ____. The detail about ____ supports ____ because ____. Because ____ is ____, _____ decides to ____. _____ so ____. _____ happened, because ____, therefore ____. Due to ____, _____ decides to ____.
St. 3	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.	Understanding Structure (integrate with cause/effect).	a. Sequence (may support with descriptive language) b. Summarize (part of sequencing language)	Sequence follow, first, beginning, middle, end, at last, then, prior to, next, after Summarize indeed, therefore, consequently, to conclude, in short, and/but (inter-connects with cause and effect)	Sequence Students will be able to use adverbs of time, relative clauses and subordinate conjunctions. Summarize Students will learn to understand and generate compound sentences containing the following words and phrases: and, but, to conclude, in summary, in short, indeed, therefore, consequentially	_____ (event) was/not ____ (description word). _____ (idea) did/not ____. The ____ (idea) is ____ ing. _____ (event) explains why ____ did/not ____ because ____. In the beginning ____, but at the end ____ resulting in ____. _____ begins with ____, continues with ____ and ends with ____. Although ____ (historical event) caused ____ it did/not ____. First __, afterward __, and subsequently ____.
St. 4	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.	Determine Word Meaning	Defining (conceptualizing nouns, verbs and adjectives)	Define is, a, are, tells, shows that, describes, explains, has, example of	Define Students learn to define concrete and abstract objects and concepts with correct nouns, pronouns, and adjectives. (Defining unknown words include a strong focus on context clues).	_____ is like ____. _____ is not ____. _____ means ____ (contain specific word). _____ is ____. The word ____ means/tells ____ because ____. The word/phrase ____ helps ____ the meaning of ____. _____ refers to ____ because ____ is a clue about the meaning. In the text ____ (phrase/words) add ____ about ____ (topic), such as ____.
St. 5	RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Identify and Utilize Informational Text Features	Classification (captions, subheadings, glossaries, indexes, etc... categories)	Classify goes with, here, there are, because, and articles (is, a, are), have, do not have, example of, type of, all have, both, ____ and ____, fit into, words (or prefix or suffix) that is with a noun to indicate the type of reference being made by the noun.	Classify Students will be able to use articles with objects to associate categories to which things belong (in this case textual features). Classification can be supported with the language of description or location of objects (prepositional phrases).	_____ have ____. The keyword is ____. The ____ is in the front/back of ____. The sidebar ____ shows ____. I can find ____ in the ____. The ____ (table of contents) tell about ____ because ____. The ____ (hyperlink) about ____ goes with ____, because it ____. I can locate ____ about ____ by ____ because ____. _____ and ____ are both text features that ____ as seen in ____.
St. 6	RI.3.6. Distinguish their own point of view from that of the author of a text.	Differentiating Points of View	a. Compare and Contrast b. Expressing and Supporting Opinions	Compare/Contrast is, shows, in, about, is similar to, when ____ of, ____ felt ____ when ____, ____ and ____, both have, ____ creates a ____ but, how does, examples from, what does/is, explain how Supporting Opinions like/don't, agree/don't, should/not, because/so, IF clauses with modals: can, would, may, must, should	Compare Students will learn to understand and generate complex sentence structures with specific comparative language using adjectives and conjunctions. Contrasting Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives. Supporting Opinions Students will learn to express opinion using simple to complex sentence structures.	_____ and ____ both ____. I ____. The author ____. _____ and ____ are alike/not alike. _____ is ____. The ____ (author) ____ but I ____. I feel ____ about ____, but the author expresses ____. _____ is ____ however, ____ is ____. _____ and ____ are different because ____, but ____ do/ does not ____. Even though ____ has ____, ____ has ____. _____ is ____. On the other hand ____ is ____.
St. 7	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).	Illustrations and Words Clarify Meaning	a. Describe (illustrations and words in a text) b. Explain (textual meaning)	Describe next to, beside, between, in front of, in back of, behind, on the left/right of, in the middle of, above, below, beneath, within Explain in, is, I came, I ____ (ed), had, but, (adverbs of manner), then, as a result of, for that reason, so, for	Describe Students generate oral and written language with prepositional phrases. Explaining Students explain how illustrations contribute to understanding a text using verb forms, declarative sentences, complex sentences and adverbs of manner.	Location words on, off, in, out, inside and outside The map is ____. The picture ____. _____ is ____. The photograph has ____ below it. The map is ____ the ____. The ____ of the ____ is ____. Both the map and text explain ____ but ____ has ____. _____ is in front/back of ____. _____ describes where ____ is ____. The ____ (illustration) of ____ is like ____ in the text, for that reason ____. The ____ (illustration) shows how ____ when ____.
St. 8	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).	Sentence and Paragraph Connections	a. Comparison b. Cause and Effect (supported by sequence)	Compare Comparatives with conjunctions: although, because, that, with past tense verbs: -ed, was - then, with passive voice: was, were, had, have been, idiomatic phrases: bigger than a ____. Cause and Effect past and present verb tense was/were, has/has been, is/are, will be, was going	Compare Students will understand and generate complex sentence structures with specific comparative language using adjectives and conjunctions. Cause and Effect Student will support their comparisons with the various verb forms of cause and effect language.	The sentence is ____. The paragraph is ____. _____ is ____. _____ (sentence) is about ____ and ____. _____ is ____, however ____ is ____. _____ and ____ are both ____ (similar) because ____ (refer to sentences or paragraphs). The ____ (2nd, 3rd, etc..) paragraph continues to explain ____ because ____. the previous paragraph(s) ____. First ____ (effect) due to the fact that ____, then ____. (emphasize logical sequence).
St. 9	RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	Compare and Contrast specific points and key details in two texts	Compare and Contrast (texts)	Compare and Contrast has, is, are, than, (er-est), and, both, but, same, because, different, is ____ compared to ____, does/does not	Compare and Contrast Students will learn to understand and generate complex sentence structures with specific comparative language using adjectives and conjunctions and appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	_____ said. I see ____. This ____ is -er/est. This ____ is -er/est. Both ____ and ____ make the point of ____. _____ is different than ____. ____ describes ____ as ____. _____ and ____ are similar because ____. _____ and ____ are different, because ____. The texts refer to ____ (details) about ____, in the (a) ____ (same/different) way as because ____.
St. 10	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.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				