

Third Grade English Language Arts Common Core Standards

Reading Standards for Literature – Grade 3

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.
	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> ✓ Self-monitor understanding and ask question when meaning is lost ✓ Reflect both prior knowledge and evidence from the text in responses to texts
	<i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> ✓ Justify predictions using evidence ✓ Ask clear questions for clarification to gain information
	<i>Thinking About the Text</i> <ul style="list-style-type: none"> ✓ Identify important ideas in a text and report them in an organized way either orally or written.
	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.
	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> ✓ Understand how one event builds on another throughout the text
	<i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> ✓ Identify main ideas and supporting details ✓ Use knowledge from one text to help in understanding diverse cultures and setting encountered in new text
	<i>Thinking About the Text</i> <ul style="list-style-type: none"> ✓ Recognize moral lessons in 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.
	<i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> ✓ Infer characters' feelings and motivations from description, what they say or do, and what others say about them ✓ Predict what characters will do, supported by evidence, and what will happen next in a text or what a character will do
	<i>Thinking About the Text</i> <ul style="list-style-type: none"> ✓ Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, ending)
Craft and Structure	
	4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> ✓ Recognize and actively work to solve new vocabulary words ✓ Use the context of a sentence, paragraph, or whole text to determine the meaning of a word
	<i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> ✓ Distinguish fact and opinion ✓ Identify words with multiple meanings (homographs and homophones) discuss alternative meanings, and select the precise meaning within the text

	<p>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.</p>
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Use specific vocabulary to talk about texts: author, illustrator, cover, wordless picture book, picture book, character, problem, solution, series book, dedication, endpapers, book jacket, title page, chapters, resolution, main character, setting, fiction, nonfiction, informational book, literary nonfiction, poetry, author’s note, illustrator’s note, double-page spread, names of fiction genres ✓ Use specific vocabulary to write about texts: title, author, illustrator, cover, dedication, endpapers, author’s note, illustrator’s note, character, main character, setting, problem, events, resolution, theme, fiction/nonfiction, poetry, table of contents, topics
	<p>6. Distinguish their own point of view from that of the narrator or those of the characters.</p>
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ State opinions about a text and show evidence to support them ✓ Write opinions about a text and back them up with specific information or reasons ✓ Describe (or interpret through drawing) the characteristic of a writer’s work or an illustrator’s work
<p>Integration of Knowledge and Ideas</p>	
	<p>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).</p>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Infer setting., characters’ traits, and feelings, and plot from illustration in graphic texts
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Discuss the characteristics of the work of some authors and illustrators ✓ Assess how graphics add to the quality of the text or provide additional information ✓ Describe the relationships between illustrations and text
	<p>8. (Not applicable to literature)</p>
	<p>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).</p>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Relate important ideas in the text to each other and to ideas in other texts ✓ Make connections between the text and other texts that have been read or heard and demonstrate in writing ✓ Specify the nature of connections (topic, content, type of story, writer)
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Compare two or more writers with graphic organizers or drawings
<p>Range of Reading and Level of Text Complexity</p>	
	<p>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.</p>
	<ul style="list-style-type: none"> ✓ <i>Text Complexity Grade Band 2-3</i> <ul style="list-style-type: none"> ○ Lexile Ranges Aligned to CCR Expectations: 450-790

- Benchmark Assessment Instructional Level Aligned to CCR Expectations: Level P (end of 3rd grade)

A Network of Processing Systems for Reading



Reading Standards for Informational Texts – Grade 3

Key Ideas and Details	
	<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Support Thinking Beyond the Text with specific evidence based on personal experience or knowledge or evidence from the text ✓ Support all thinking with evidence from the text ✓ Search for and use information to confirm or disconfirm predictions
	<p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Infer the big ideas or message (theme) of a text
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Identify main ideas and supporting details
	<p>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.</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Notice and remember story details of time and place
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Describe cause and effect relationships ✓ Include important details from the content of an informational text
Craft and Structure	
	<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area.</p>
	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> ✓ Recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words ✓ Quickly and automatically solve most words in the text in a way that supports fluency
	<p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>
	<p><i>Gathering information/Research</i></p> <ul style="list-style-type: none"> ✓ Use simple search engine to find information (from approved and accessible sites)
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Notice how the writer has organized an informational text (categories and subcategories, sequence and others) ✓ Notice variety in layout (words in bold or larger fonts, or italics, variety in layout)
	<p>6. Distinguish their own point of view from that of the author of a text.</p>
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Critically examine the quality or accuracy of the text, citing evidence for opinions ✓ State opinions about a text and provide evidence to support them
Integration of Knowledge and Ideas	

	<p>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).</p>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Interpret graphics and integrate information with the text
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Recognize how the writer or illustrator has placed ideas in the text and in the graphics ✓ Notice how the writer has organized an informational text (categories and subcategories, sequence and others) ✓ Notice how the author or illustrator has used pictures and other graphics to convey meaning
	<p>8. Describe the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
	<p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> ✓ Notice specific writing techniques ✓ Notice variety in layout ✓ Show awareness of temporal sequence, compare and contrast, and cause and effect, and problem-solutions
	<p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Relate important ideas in the text to each other and to ideas in other texts ✓ Make connections between the text and other texts that have been read or heard
Range of Reading and Level of Text Complexity	
	<p>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.</p>
	<ul style="list-style-type: none"> ✓ <i>Text Complexity Grade Band 2-3</i> <ul style="list-style-type: none"> ○ Lexile Ranges Aligned to CCR Expectations: 450-790 ○ Benchmark Assessment Instructional Level Aligned to CCR Expectations: Level P (end of 3rd grade)

Reading Standards: Foundational Skills – Grade 3

Print Concepts	
Phonological Awareness	
Phonics and Word Recognition	
	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 multisyllable words.
	d. Read grade-appropriate irregularly spelled words.
	<i>Phonics, Spelling and Word Study (Word Structure)</i> <ul style="list-style-type: none"> ✓ Recognize and use syllables: open syllable, closed syllable, syllables with a vowel and silent e, syllables with vowel combinations, syllables with a vowel and r, syllables in words with V–V pattern, syllables with double consonants
	<i>Phonics, Spelling and Word Study (Word Solving Actions)</i> <ul style="list-style-type: none"> ✓ Break words into syllables to read or write them ✓ Recognize base words and remove prefixes and suffixes to break them down and solve them ✓ Use word parts to derive the meaning of a word ✓ Use base words, prefixes, and suffixes in the process of deriving word meaning
	<i>Phonics, Spelling and Word Study (High Frequency)</i> <ul style="list-style-type: none"> ✓ Read/Write 3rd Grade high-frequency words ✓ Words Their Way End of the Year Spelling Stage Goal: early syllables and affixes
	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> ✓ Understand connotative meaning of words. ✓ Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes)
Fluency	
	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, appropriate rate, and expression on successive readings.
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> ✓ Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning ✓ Demonstrate phrased, fluent reading ✓ Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing.

Writing Standards – Third Grade

Text Types and Purposes	
	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.
	c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.
	d. Provide a concluding statement or section.
	<i>Writing About Reading</i> <ul style="list-style-type: none"> ✓ Write opinions about a text and back them up with specific information or reasons ✓ Show awareness of temporal sequence, compare and contrast, and cause and effect, and problem-solution
	<i>Writing (Idea Development)</i> <ul style="list-style-type: none"> ✓ Introduce, develop and conclude the topic
	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.
	c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.
	d. Provide a concluding statement or section.
	<i>Writing (Organization)</i> <ul style="list-style-type: none"> ✓ Write an informational text that is ordered by logic (categories, sequences, ideas related to each other) ✓ Bring a piece to closure through an ending or summary statement
	<i>Writing (Idea Development)</i> <ul style="list-style-type: none"> ✓ Communicate main points clearly
	<i>Writing (Sketching and Drawing)</i> <ul style="list-style-type: none"> ✓ Create drawings that are related to the written text and increase students' understanding and enjoyment
	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.
	b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
	c. Use temporal words and phrases to signal event order.
	d. Provide a sense of closure.
	<i>Writing (Memoir – personal narrative, autobiography)</i> <ul style="list-style-type: none"> ✓ Write an engaging beginning and a satisfying ending to stories ✓ Select “small moments” or experiences and share thinking and feelings about them ✓ Use dialogue as appropriate to add to the meaning of the story
	<i>Writing (Fiction – short story, short realistic fiction, historical fiction)</i>

	<ul style="list-style-type: none"> ✓ Understand that fiction can be realism or fantasy ✓ Describe characters by how they look, what they do, say, and think and what others say about them ✓ Develop an interesting story with believable characters and a realistic plot
	<p><i>Word Choice</i></p> <ul style="list-style-type: none"> ✓ Use a range of descriptive words to enhance the meaning ✓ Use transitional words for time flow (after, then)
Production and Distribution of Writing	
	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.)
	<p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ✓ Use organization in writing that is related to purpose and genre
	<p><i>Rehearsing and Planning</i></p> <ul style="list-style-type: none"> ✓ Understand how the purpose of the writing influences the selection of genre ✓ Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan
	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)
	<p><i>Writing (Drafting/Revising)</i></p> <ul style="list-style-type: none"> ✓ Change writing in response to peer or teacher feedback ✓ Know how to use an editing and proofreading checklist ✓ Understand that the writer shows respect for the reader by applying what is known to correct errors
	<p><i>Writing (Viewing Self as Writer)</i></p> <ul style="list-style-type: none"> ✓ Be willing to work at the craft of writing incorporating new learning from instruction
	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.
	<p><i>Writing (Handwriting and Word Processing)</i></p> <ul style="list-style-type: none"> ✓ Use word processor to plan, draft, revise edit, and publish ✓ Use efficient keyboarding skills ✓ Send and respond to email messages
Research to Build and Present Knowledge	
	7. Conduct short research projects that build knowledge about a topic.
	<p><i>Writing About Reading</i></p> <ul style="list-style-type: none"> ✓ Short reports utilizing information from one or more texts
	<p><i>Writing (Literary Nonfiction)</i></p> <p>Understand that the write literary nonfiction, the writer needs to become very knowledgeable about the topic</p>
	<p><i>Writing (Rehearsing and Planning)</i></p> <ul style="list-style-type: none"> ✓ Gather information (with teacher assistance) about a topic from books or other print and media resources while preparing to write about it)
	8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

	<p><i>Writing (Organization)</i></p> <ul style="list-style-type: none"> ✓ Organize information into categories
	<p><i>Writing (Rehearsing and Planning)</i></p> <ul style="list-style-type: none"> ✓ Gather information (with teacher assistance) about a topic from book or other print and media resources while preparing to write about it
	9. (Begins in grade 4)
Range of Writing	
	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.
	<p><i>Writing (Test Writing)</i></p> <ul style="list-style-type: none"> ✓ Write focused responses to questions and to prompts
	<p><i>Writing (Rehearsing and Planning)</i></p> <ul style="list-style-type: none"> ✓ Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan ✓ Write to meet the needs of a specific reader or audience
	<p><i>Writing (Drafting and Revising)</i></p> <ul style="list-style-type: none"> ✓ Reread each day before writing more
	<p><i>Writing (Viewing Self as Writer)</i></p> <ul style="list-style-type: none"> ✓ Write in a variety of genres across the year ✓ Self-evaluate own writing and talk about what is good about it and what techniques were used ✓ Produce a reasonable quantity of writing within the time available

Speaking and Listening Standards – Third Grade

Comprehension and Collaboration	
	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.
	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).
	c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
	d. Explain their own ideas and understanding in light of the discussion.
	<i>Oral, Visual, and Technological Communication (Social Interaction)</i> <ul style="list-style-type: none"> ✓ Listen attentively to presentations by the teacher and fellow students and be able to identify the main idea ✓ Understand and interpret information presented in media
	<i>Oral, Visual, and Technological Communication (Discussion)</i> <ul style="list-style-type: none"> ✓ Listen to and build on the talk of others ✓ Ask clear questions during small-group and whole-class discussion
	<i>Oral, Visual, and Technological Communication (Presentation/Content)</i> <ul style="list-style-type: none"> ✓ Provide reasons and argue for a point, using evidence
	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.
	<i>Oral, Visual, and Technological Communication (Presentation/Media)</i> <ul style="list-style-type: none"> ✓ Identify and acknowledge sources of the information included in oral presentations
	3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
	<i>Oral, Visual, and Technological Communication (Discussion)</i> <ul style="list-style-type: none"> ✓ Ask questions for clarification to gain information
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.
	<i>Oral, Visual, and Technological Communication (Presentation/Voice)</i> <ul style="list-style-type: none"> ✓ Vary the voice to emphasize important aspects of events or people
	<i>Oral, Visual, and Technological Communication (Presentation/Ideas and Content)</i> <ul style="list-style-type: none"> ✓ Make brief oral reports that demonstrate understanding of a topic ✓ Demonstrate understanding of a topic by providing relevant facts and details
	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.
	<i>Oral, Visual, and Technological Communication (Presentation/Voice)</i> <ul style="list-style-type: none"> ✓ Report information in an interesting in an interesting way
	6. 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 on pages 28 and 29 for specific expectations.)
	<i>Oral, Visual, and Technological Communication (Social Interaction)</i> ✓ Speak clearly enough to be understood by others in conversation
	<i>Oral, Visual, and Technological Communication (Presentation/Conventions)</i> ✓ Correctly pronounce all words except for a few sophisticated new content words

Language Standards – Third Grade

Conventions of Standard English	
	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
	b. Form and use regular and irregular plural nouns.
	c. Use abstract nouns (e.g., <i>childhood</i>).
	d. Form and use regular and irregular verbs.
	e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.
	f. Ensure subject-verb and pronoun-antecedent agreement.*
	g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
	h. Use coordinating and subordinating conjunctions.
	i. Produce simple, compound, and complex sentences.
	<p><i>Writing (Conventions)</i></p> <ul style="list-style-type: none"> ✓ Use prepositional phrases, adjectives, and adverbs appropriately ✓ Use nouns and adjectives correctly ✓ Use subject and verb agreement (we were) ✓ Write in past tense (I went home yesterday) ✓ Use subject and verb agreement (we have) ✓ Use conventional structures for both simple and compound sentences ✓ Write some sentences with embedded clauses (complex) and dialogue
	<p><i>Phonics, Spelling, and Word Study (Word Structure)</i></p> <ul style="list-style-type: none"> ✓ Understand the concept of plurals and plural forms: adding –s (dogs,cates)’ adding –es (when words end in x, ch, sh, s, ss, tch, zz); changing –y to –i and adding –es; changing spelling (foot/feet)
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	a. Capitalize appropriate words in titles.
	b. Use commas in addresses.
	c. Use commas and quotation marks in dialogue.
	d. Form and use possessives.
	e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).
	f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
	g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	<p><i>Writing (Conventions)</i></p> <ul style="list-style-type: none"> ✓ Use capitals to start the first, last, and most other words in a title ✓ Understand and use quotation marks to indicate simple dialogue ✓ Use apostrophes in contractions and possessives ✓ Correctly spell a large core of high-frequency words (300+), words with regular letter-

	<p>sound relationships (including consonant blends and digraphs and some vowel patterns), and commonly used endings</p> <ul style="list-style-type: none"> ✓ Use knowledge of syllables and phonogram patterns to generate multisyllable words
	<p><i>Writing Process</i></p> <ul style="list-style-type: none"> ✓ Use simple spell check program on the computer ✓ Use beginning reference tools (for example, dictionaries or personal word lists, to assist in word choice or checking spelling)
Knowledge of Language	
	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	a. Choose words and phrases for effect.*
	b. Recognize and observe differences between the conventions of spoken and written standard English.
	<p><i>Writing</i></p> <ul style="list-style-type: none"> ✓ Vary word choice to create interesting description and dialogue
	<p><i>Oral, Visual, and Technological Communication</i></p> <ul style="list-style-type: none"> ✓ Vary language according to purpose
Vocabulary Acquisition and Use	
	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.
	a. Use sentence-level context as a clue to the meaning of a word or phrase.
	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>).
	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>).
	d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
	<p><i>Reading (Thinking Within the Text)</i></p> <ul style="list-style-type: none"> ✓ Use the context of a sentence, paragraph, or whole text to determine the meaning of a word ✓ Solve words of two or three syllables, many words with inflectional endings and complex letter-sound relationships ✓ Connect words that mean the same or almost the same to help understanding of a text and acquiring new vocabulary ✓ Use readers' tools (table of contents, headings, glossary, chapter titles, and author's notes) to gather information
	<p><i>Phonics, Spelling, and Word Study</i></p> <ul style="list-style-type: none"> ✓ Use the context of the sentence, paragraph, or whole text to help determine the precise meaning of a word
	5. Demonstrate understanding of word relationships and nuances in word meanings.
	a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).
	b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</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, wondered</i>).

	<p><i>Phonics, Spelling and Word Study</i></p> <ul style="list-style-type: none"> ✓ Recognize and use synonyms (words that mean about the same, begin/start, close/shut) ✓ Recognize and use words with multiple meanings (beat, run, play)
	<p>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>).</p>
	<p><i>Oral, Visual, and Technological Communication</i></p> <ul style="list-style-type: none"> ✓ Use language appropriate to oral presentation words (rather than literary language or slang) ✓ Use content-specific words when needed to explain a topic