

# Common Core State Standards Correlations

## LANGUAGE STANDARDS

Common Core Standard	Student Pages
<b>L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>SE:</b> 2–26, 28–52, 54–72, 74–108, 110–134, 136–156, 158–183, 184–208, 220–227, 262–269, 338–341, 376–383, 414–421, 452–455, 522–529, 568–571, 602–609 <b>TE:</b> 2–26, 28–52, 54–72, 74–108, 110–134, 136–156, 158–183, 184–208, 220–227, 262–269, 338–341, 376–383, 414–421, 452–455, 522–529, 568–571, 602–609
<b>L.3.1a</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	<b>SE:</b> 28–52, 54–72, 74–108, 110–134, 136–156, 516–521, 525–529, 602–609 <b>TE:</b> 28–52, 54–72, 74–108, 110–134, 136–156, 516–521, 525–529, 602–609
<b>L.3.1b</b> Form and use regular and irregular plural nouns.	<b>SE:</b> 32–37, 42–45 <b>TE:</b> 32–37, 42–45
<b>L.3.1c</b> Use abstract nouns (e.g., <i>childhood</i> ).	<b>SE:</b> 48, 568–571, 588 <b>TE:</b> 48, 568–571, 588
<b>L.3.1d</b> Form and use irregular verbs.	<b>SE:</b> 82–89, 102–103, 602–603 <b>TE:</b> 82–89, 102–103, 602–603
<b>L.3.1e</b> Form and use the simple (e.g., <i>I walked; I walk; I will walk</i> ) verb tenses.	<b>SE:</b> 74–83, 94–95 <b>TE:</b> 74–83, 94–95
<b>L.3.1f</b> Ensure subject-verb and pronoun-antecedent agreement.	<b>SE:</b> 64–65, 602–605 <b>TE:</b> 64–65, 602–605
<b>L.3.1g</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	<b>SE:</b> 118–121, 606–609 <b>TE:</b> 118–121, 606–609
<b>L.3.1h</b> Use coordinating and subordinating conjunctions.	<b>SE:</b> 152–153, 155, 528–529 <b>TE:</b> 152–153, 155, 528–529
<b>L.3.1i</b> Produce simple, compound, and complex sentences.	<b>SE:</b> 2–26, 184–185, 200–201, 262–265, 414–417, 490–493, 526–529 <b>TE:</b> 2–26, 184–185, 200–201, 262–265, 414–417, 490–493, 526–529

LANGUAGE STANDARDS	
Common Core Standard	Student Pages
<b>L.3.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>SE:</b> 158–182, 452–455, 610–613 <b>TE:</b> 158–182, 452–455, 610–613
<b>L.3.2a</b> Capitalize appropriate words in titles.	<b>SE:</b> 164–167 <b>TE:</b> 164–167
<b>L.3.2b</b> Use commas in addresses.	<b>SE:</b> 176–177 <b>TE:</b> 176–177
<b>L.3.2c</b> Use commas and quotation marks in dialogue.	<b>SE:</b> 170–171, 178–179, 448–449 <b>TE:</b> 170–171, 178–179, 448–449
<b>L.3.2d</b> Form and use possessives.	<b>SE:</b> 38–43, 60–63, 186–187 <b>TE:</b> 38–43, 60–63, 186–187
<b>L.3.2e</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i> ).	<b>SE:</b> 32–37, 418–421, 610–613 <b>TE:</b> 32–37, 418–421, 610–613
<b>L.3.2f</b> Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) in writing words.	<b>SE:</b> 266–269, 380–383, 418–421, 532–533, 610–613 <b>TE:</b> 266–269, 380–383, 418–421, 532–533, 610–613
<b>L.3.2g</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<b>SE:</b> 228–231, 258–260, 534–537 <b>TE:</b> 228–231, 258–260, 534–537
<b>L.3.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>SE:</b> 224–227, 288–303, 460–495, 532–533, 540–541, 578–579, 614–617 <b>TE:</b> 224–227, 288–303, 460–495, 532–533, 540–541, 578–579, 614–617
<b>L.3.3a</b> Choose words and phrases for effect.	<b>SE:</b> 224–227, 288–303, 522–525, 572–575, 606–609 <b>TE:</b> 224–227, 288–303, 522–525, 572–575, 606–609
<b>L.3.3b</b> Recognize and observe differences between the conventions of spoken and written standard English.	<b>SE:</b> 460, 495, 532–533, 578–579 <b>TE:</b> 346, 460, 495, 532–533, 578–579

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<b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	<b>SE:</b> 530–533, 572–575 <b>TE:</b> 530–533, 572–575
<b>L.3.4a</b> Use sentence-level context as a clue to the meaning of a word or phrase.	<b>SE:</b> 530–533 <b>TE:</b> 530–533
<b>L.3.4b</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> ).	<b>SE:</b> 380–383, 418–421, 532–533, 571 <b>TE:</b> 380–383, 418–421, 532–533, 571
<b>L.3.4c</b> 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> ).	<b>SE:</b> 532–533 <b>TE:</b> 532–533
<b>L.3.4d</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words and phrases	<b>SE:</b> 228–231, 258–261, 372, 534–537 <b>TE:</b> 228–231, 258–261, 372, 534–537
<b>L.3.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	<b>SE:</b> 530–533, 572–575 <b>TE:</b> 530–533, 572–575
<b>L.3.5a</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).	<b>SE:</b> 572–575, 592–595 <b>TE:</b> 572–575, 592–595
<b>L.3.5b</b> Identify real-life connections between words and their use (e.g., describe people who are friendly, or helpful).	<b>SE:</b> 110–111, 114–117, 122–123, 128–129, 568–571 <b>TE:</b> 110–111, 114–117, 122–123, 128–129, 568–571
<b>L.3.5c</b> 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> ).	<b>SE:</b> 220–227, 490–491, 574–575 <b>TE:</b> 220–227, 490–491, 574–575
<b>L.3.6</b> Acquire and use accurately grade-appropriate conversations, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner we went looking for them</i> ).	<b>SE:</b> 212–217, 232–235, 346–349, 518, 522–525, 532–533, 576–578 <b>TE:</b> 212–217, 232–235, 346–349, 518, 522–525, 532–533, 576–578

WRITING STANDARDS	
Common Core Standard	Student Pages
<b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.	<b>SE:</b> 364–367, 388–399, 400–413, 426–437 <b>TE:</b> 364–383, 388–399, 400–413, 426–437
<b>W.3.1a</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<b>SE:</b> 364–367, 402–413, 426–427 <b>TE:</b> 364–367, 402–413, 426–427
<b>W.3.1b</b> Provide reasons that support the opinion.	<b>SE:</b> 364–367, 402–413, 426–427 <b>TE:</b> 364–367, 402–413, 426–427
<b>W.3.1c</b> Use linking words and phrases (e.g., <i>because, therefore, since, for example</i> ) to connect opinion and reasons.	<b>SE:</b> 522–525 <b>TE:</b> 413, 522–525
<b>W.3.1d</b> Provide a concluding statement or section.	<b>SE:</b> 365, 407 <b>TE:</b> 365, 407
<b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>SE:</b> 476–485, 502–513, 518–523, 542–553, 556–567, 580–591 <b>TE:</b> 476–485, 502–513, 518–523, 542–553, 556–567, 580–591
<b>W.3.2a</b> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	<b>SE:</b> 476–485, 499, 518–521 <b>TE:</b> 476–485, 499, 518–521
<b>W.3.2b</b> Develop the topic with facts, definitions, and details.	<b>SE:</b> 478–485, 516–521, 542–553, 554–560, 580–591 <b>TE:</b> 478–485, 516–521, 542–553, 554–560, 580–591
<b>W.3.2c</b> Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information.	<b>SE:</b> 522–525, 562–563 <b>TE:</b> 522–525, 562–563
<b>W.3.2d</b> Provide a concluding statement or section.	<b>SE:</b> 478, 506, 520, 562 <b>TE:</b> 478, 506, 520, 562
<b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<b>SE:</b> 216–217, 440–447, 554–564, 580–591 <b>TE:</b> 216–217, 440–447, 554–564, 580–591
<b>W.3.3a</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>SE:</b> 216–217, 440–447, 554–564, 580–591 <b>TE:</b> 216–217, 440–447, 554–564, 580–591
<b>W.3.3b</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<b>SE:</b> 444, 451, 558–559, 584 <b>TE:</b> 444, 451, 558–559, 584
<b>W.3.3c</b> Use temporal words and phrases to signal event order.	<b>SE:</b> 212, 562–563, 587–588 <b>TE:</b> 212, 562–563, 587–588

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## WRITING STANDARDS

Common Core Standard	Student Pages
<b>W.3.3d</b> Provide a sense of closure.	<b>SE:</b> 217, 562 <b>TE:</b> 217, 562
<b>W.3.4</b> 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.)	<b>SE:</b> 210–231, 236–269, 274–307, 312–345, 350–383, 388–421, 426–459, 464–497, 502–537, 542–575, 580–613, 618–629 <b>TE:</b> 210–231, 236–269, 274–307, 312–345, 350–383, 388–421, 426–459, 464–497, 502–537, 542–575, 580–613, 618–629
<b>W.3.5</b> 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 page 29).	<b>SE:</b> 236–247, 274–285, 312–323, 350–361, 388–399, 426–437, 464–475, 502–513, 542–553, 580–591, 618–629 <b>TE:</b> 236–247, 274–285, 312–323, 350–361, 388–399, 426–437, 464–475, 502–513, 542–553, 580–591, 618–629
<b>W.3.6</b> 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.	<b>SE:</b> 247, 285, 323, 334–337, 361, 399, 437, 475, 513, 553, 591, 621 <b>TE:</b> 247, 285, 323, 334–337, 361, 399, 437, 475, 513, 553, 591, 621
<b>W.3.7</b> Conduct short research projects that build knowledge about a topic.	<b>SE:</b> 478–513, 518–521, 554–559 <b>TE:</b> 478–513, 518–521, 554–559
<b>W.3.8</b> Recall information from experiences or gather information.	<b>SE:</b> 483–484, 488–489, 518–521, 554–559, 581 <b>TE:</b> 483–484, 488–489, 518–521, 554–559, 581
<b>W.3.9</b> (Begins in grade 4)	
<b>W.3.10</b> 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.	<b>SE:</b> 236–247, 274–285, 312–323, 350–361, 388–399, 426–437, 464–475, 502–513, 542–553, 580–591, 618–629 <b>TE:</b> 236–247, 274–285, 312–323, 350–361, 388–399, 426–437, 464–475, 502–513, 542–553, 580–591, 618–629

SPEAKING AND LISTENING STANDARDS	
Common Core Standard	Student Pages
<b>SL.3.1</b> 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.	<b>SE:</b> 346–349, 385, 425, 463, 540–541, 576–579 <b>TE:</b> 346–349, 385, 425, 463, 540–541, 576–579
<b>SL.3.1a</b> 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>SE:</b> 234, 272–273, 308, 387, 422, 498, 516, 541, 576 <b>TE:</b> 234, 272–273, 308, 387, 422, 498, 516, 541, 576
<b>SL.3.1b</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).	<b>SE:</b> 234–235, 272–273, 310–311, 346–349, 386–387, 424–425, 462–463, 500–501, 540–541, 578–579, 617 <b>TE:</b> 234–235, 272–273, 310–311, 346–349, 386–387, 424–425, 462–463, 500–501, 540–541, 578–579, 617
<b>SL.3.1c</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	<b>SE:</b> 235, 272–273, 347–349, 386–387, 424, 463, 501, 540–541, 578–579, 617 <b>TE:</b> 235, 272–273, 347–349, 386–387, 424, 463, 501, 540–541, 578–579, 617
<b>SL.3.1d</b> Explain their own ideas and understanding in light of the discussion.	<b>SE:</b> 235, 273, 387, 424, 501, 539–541, 578–579, 617 <b>TE:</b> 235, 273, 387, 424, 501, 539–541, 578–579, 617
<b>SL.3.2</b> 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.	<b>SE:</b> 234–235, 272–273, 310–311, 346–349, 384–387, 422–425, 460–463, 498–501, 539–541, 578–579, 616–617 <b>TE:</b> 234–235, 272–273, 310–311, 346–349, 384–387, 422–425, 460–463, 498–501, 539–541, 578–579, 616–617
<b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<b>SE:</b> 234–235, 272–273, 310–311, 346–349, 384–387, 422–425, 498–501, 539–541, 576, 578–579, 617 <b>TE:</b> 234–235, 272–273, 310–311, 346–349, 384–387, 422–425, 498–501, 539–541, 576, 578–579, 617
<b>SL.3.4</b> 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.	<b>SE:</b> 232–235, 270–273, 308–311, 346–349, 384–387, 422–425, 460–463, 498–501, 538–541, 578–579 <b>TE:</b> 232–235, 270–273, 308–311, 346–349, 384–387, 422–425, 460–463, 498–501, 538–541, 578–579
<b>SL.3.5</b> 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.	<b>SE:</b> 272, 308, 422, 499, 615–617 <b>TE:</b> 272, 308, 422, 499, 615–617
<b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<b>SE:</b> 346–349, 541, 578–579, 616 <b>TE:</b> 346–349, 541, 578–579, 616