



**Community Consolidated
School District 46**

565 Frederick Road, Grayslake, IL 60030

24-25 Third Grade Literacy Priority Standards

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Trimester 1	Trimester 2	Trimester 3
Foundational Skills	Foundational Skills	Foundational Skills
<p>F.3.3 Student can show what they have learned about letters and sounds by figuring out words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p> <p>F.3.4 Student can fluently read and understand books at their level well.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>F.3.3 Student can show what they have learned about letters and sounds by figuring out words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p> <p>F.3.4 Student can fluently read and understand books at their level well.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>F.3.3 Student can show what they have learned about letters and sounds by figuring out words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p> <p>F.3.4 Student can fluently read and understand books at their level well.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Literature	Literature	Literature
<p>RL.3.3 Student can describe characters in stories and explain how their actions affect the story.</p> <p>RL.3.4 Student can figure out the meanings of words or groups of words in stories by thinking about how they are used. Student can tell the difference between literal and nonliteral language when they read.</p>	<p>RL.3.2 Student can remember and retell different kinds of stories from many cultures. Student can figure out the lessons or morals of the stories that they read and explain that message using details from the story.</p>	<p>RL.3.1 Student can ask and answer questions to show that they understand the stories that they are reading. Student can find the answers to specific questions within the stories that they read.</p> <p>RL.3.2 Student can remember and retell different kinds of stories from many cultures. Student can figure out the lessons or morals of the stories that they read and explain that message using details from the story.</p> <p>RL.3.4 Student can figure out the meanings of words or groups of words in stories by thinking about how they are used. Student can tell the difference between literal and nonliteral language when they read.</p>
Informational Text	Informational Text	Informational Text
<p>RI.3.4 Student can figure out the meanings of words and phrases in science, social studies and other nonfiction texts.</p> <p>RI.3.7 Students can show what they have learned from informational text and illustrations by answering questions about where, when, why and how.</p>	<p>RI.3.1 Student can ask and answer questions to show that they understand the information that they are reading. Student can find the answers to specific questions within informational text that they read.</p> <p>RI.3.2 Student can figure out the main idea of information they read. Student can talk about the most important details in the information they read and how the details support the main idea.</p> <p>RI.3.3 Student can describe how some historical events are related. Student can describe how some scientific ideas are related. Student can describe how the steps in a set of directions is related.</p>	<p>RI.3.1 Student can ask and answer questions to show that they understand the information that they are reading. Student can find the answers to specific questions within informational text that they read.</p> <p>RI.3.4 Student can figure out the meanings of words and phrases in science, social studies and other nonfiction texts.</p>
Writing	Writing	Writing
<p>W.3.1 Student can write to share their opinion and give reasons to support that opinion.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>W.3.3 Student can write organized stories that have lots of details.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>W.3.2 Student can write to inform and explain ideas to others clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>W.3.3 Student can write organized stories that have lots of details.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>W.3.1 Student can write to share their opinion and give reasons to support that opinion.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>W.3.2 Student can write to inform and explain ideas to others clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>
Language	Language	Language

<p>L.3.2 Student can show that they know how to write sentences correctly.</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>L.3.2 Student can show that they know how to write sentences correctly.</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>Language</p>
<p>Speaking & Listening</p>	<p>Speaking & Listening</p>	<p>L.3.2 Student can show that they know how to write sentences correctly.</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<p>SL.3.1 Student can successfully participate in discussions.</p> <ol style="list-style-type: none"> 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. 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. 	<p>SL.3.1 Student can successfully participate in discussions.</p> <ol style="list-style-type: none"> 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. 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. 	<p>Speaking & Listening</p>
		<p>SL.3.4 Student can write, speak, read and listen by using what they know about the English language.</p>