

MORNINGSTAHR STANDARDS COVERAGE GUIDE

3rd GRADE



MorningStahr supports all of the ELA CCSS Standards. Insert the numbers in the boxes to indicate how many times a teacher has taught the particular standard over the course of the instructional units in the core product.

Reading for Literature: Grade 3 Common Core State Standard	Number of times taught in a unit						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
3.RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.							
3.RL.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.							
3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.							
3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.							
3.RL.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 much successive part builds on earlier sections.							
3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.							
3. RL.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).							
3.RL.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)							
3.RL.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 for Information Grade 3 Common Core State Standards	Number of times taught in a unit						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.							
3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.							
3.RI.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.							

Bold=Priority Standards

3.RI.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.							
3.RI.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.							
3.RI.6 Distinguish their own point of view from that of the author of a text.							
3.RI.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).							
3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence).							
3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.							
3.RI.10 By the end of the year, read and comprehend informational text, including history/social studies, science and technical text, at the high end of the grades 2-3 complexity band independently and proficiently.							
Reading for Foundations Grade 3 Common Core Standards	Number of times taught in a unit						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.							
3.RF.3a Identify and know the meaning of the most common prefixes and derivational suffixes.							
3.RF.3b Decode words with common Latin suffixes.							
3.RF.3c Decode multi-syllable words.							
3.RF.3d Read grade appropriate irregularly spelled words.							
3.RF.4 Read with sufficient accuracy and fluency to support comprehension.							
3.RF.4a Read on level text with purpose and understanding.							
3.RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.							
3.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.							
Speaking and Listening Grade 3 Common Core Standards	Number of times taught in a unit						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and text, building on others' ideas and expressing their own clearly.							
3.SL.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.							

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3.SL.1b 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 text under discussion).							
3.SL.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.							
3.SL.1d Explain their own ideas and understanding in light of the discussion.							
3.SL.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.							
3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.							
3.SL.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.							
3.SL.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.							
3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.							
Language Grade 3 Common Core State Standards	Number of times taught in a unit						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
3.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.							
3.L.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.							
3.L.1b Form and use regular and irregular plural nouns.							
3.L.1c Use abstract nouns (e.g., childhood).							
3.L.1d Form and use regular and irregular verbs.							
3.L.1e Form and use the simple (e.g., I walk; I will walk) verb tenses.							
3.L.1f Ensure subject-verb and pronoun-antecedent agreement.							
3.L.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.							
3.L.1h Use coordinating and subordinating conjunctions.							
3.L.1i Produce simple, compound and complex sentences.							
3.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.							
3.L.2a Capitalize appropriate words in titles.							
3.L.2b Use commas in addresses.							

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