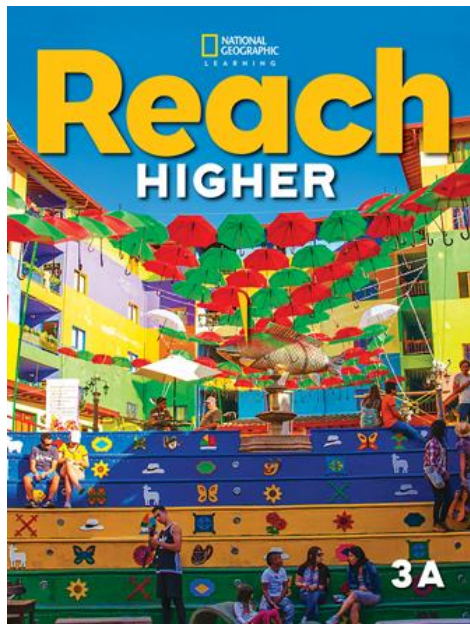


Common Core State Standards for English Language Arts
Grade 3

correlated to

Level 3A

Reach
HIGHER



 **NATIONAL
GEOGRAPHIC**
LEARNING

A part of Cengage

Common Core State Standards for English Language Arts
Grade 3
correlated to
REACH HIGHER
Level 3A

Grade 3 Common Core State Standards	REACH HIGHER Level 3A Student's Edition Page References
Reading Standards for Literature	
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.	REACH HIGHER Level 3A SE Page References: 31, 89, 88-89, 96-97, 103, 106-107, 166 - 167
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.	REACH HIGHER Level 3A SE Page References: 212, 226-227, 230-231, 233, 235, 264-265
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	REACH HIGHER Level 3A SE Page References: 22-23, 24-27, 32-33, 166-167, 238, 264-265
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	REACH HIGHER Level 3A SE Page References: 47, 50-51
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.	REACH HIGHER Level 3A SE Page References: The opportunity to address this objective is available. See, for example: 29, 175
6. Distinguish their own point of view from that of the narrator or those of the characters.	REACH HIGHER Level 3A SE Page References: The opportunity to address this objective is available. See, for example: 48-49, 54-55, 66, 222-223, 235
Integration of Knowledge and Ideas	
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).	REACH HIGHER Level 3A SE Page References: 15, 18-19, 31, 50-51, 262-263
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).	REACH HIGHER Level 3A SE Page References: The opportunity to address this objective is available. See, for example: 232, 238

Grade 3 Common Core State Standards	REACH HIGHER Level 3A Student's Edition Page References
Range of Reading and Level of Text Complexity	
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.	REACH HIGHER Level 3A SE Page References: This objective is addressed extensively throughout. See, for example: 13-27, 28-29, 34, 31-33, 85-99, 100-101, 161-172, 174-175, 177-181, 182, 218-230, 261-265
Reading Standards for Informational Text	
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.	REACH HIGHER Level 3A SE Page References: 121, 124-125, 130-131, 137, 140-141, 250-251
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	REACH HIGHER Level 3A SE Page References: 186, 207
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.	REACH HIGHER Level 3A SE Page References: 121, 122-123, 124-125, 126-127, 211, 249
Craft and Structure	
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.	REACH HIGHER Level 3A SE Page References: 48-49, 52-53, 130
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	REACH HIGHER Level 3A SE Page References: 138-139
6. Distinguish their own point of view from that of the author of a text.	REACH HIGHER Level 3A SE Page References: The opportunity to address this objective is available. See, for example: 54-55, 124-125
Integration of Knowledge and Ideas	
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).	REACH HIGHER Level 3A SE Page References: 50-51, 61, 195, 196-197, 202-203, 249
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	REACH HIGHER Level 3A SE Page References: 121, 122-123, 130-131, 137, 138-139, 140-141, 211, 249

Grade 3 Common Core State Standards	REACH HIGHER Level 3A Student's Edition Page References
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	REACH HIGHER Level 3A SE Page References: 212
Range of Reading and Level of Text Complexity	
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.	REACH HIGHER Level 3A SE Page References: This objective is addressed extensively throughout. See, for example: 46-57, 120-133, 194- 205, 248-257
Reading Standards: Foundational Skills	
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.	REACH HIGHER Level 3A SE Page References: 190-191, 208, 213, 234, 239
b. Decode words with common Latin suffixes.	REACH HIGHER Level 3A SE Page References: 208
c. Decode multi-syllable words.	REACH HIGHER Level 3A SE Page References: 10-11, 42-43, 102, 228-229
d. Read grade-appropriate irregularly spelled words.	REACH HIGHER Level 3A SE Page References:
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	REACH HIGHER Level 3A SE Page References: This objective is addressed extensively throughout. See, for example: 14, 47, 86, 120, 194, 249
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	REACH HIGHER Level 3A SE Page References: This objective is addressed extensively throughout. See, for example: 29, 182, 238
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	REACH HIGHER Level 3A SE Page References: 176

Grade 3 Common Core State Standards	REACH HIGHER Level 3A Student's Edition Page References
Writing Standards	
Text Types and Purposes	
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</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>REACH HIGHER Level 3A SE Page References: 269</p>
<p>b. Provide reasons that support the opinion.</p>	<p>REACH HIGHER Level 3A SE Page References: 134, 269, 270</p>
<p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>	<p>REACH HIGHER Level 3A SE Page References: 134</p>
<p>d. Provide a concluding statement or section.</p>	<p>REACH HIGHER Level 3A SE Page References: This objective is beyond the scope of REACH HIGHER Level 3A.</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p>REACH HIGHER Level 3A SE Page References: 72-73</p>
<p>b. Develop the topic with facts, definitions, and details.</p>	<p>REACH HIGHER Level 3A SE Page References:</p>
<p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<p>REACH HIGHER Level 3A SE Page References: 134</p>
<p>d. Provide a concluding statement or section.</p>	<p>REACH HIGHER Level 3A SE Page References:</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>REACH HIGHER Level 3A SE Page References: 68-69</p>

Grade 3 Common Core State Standards	REACH HIGHER Level 3A Student's Edition Page References
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	REACH HIGHER Level 3A SE Page References:
c. Use temporal words and phrases to signal event order.	REACH HIGHER Level 3A SE Page References: The opportunity to address this objective is available. See, for example:
d. Provide a sense of closure.	REACH HIGHER Level 3A SE Page References: 68-69
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.)	REACH HIGHER Level 3A SE Page References: 68-69, 145, 214, 269
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.)	REACH HIGHER Level 3A SE Page References: 68-71, 144-147, 213-217, 268-271
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.	REACH HIGHER Level 3A SE Page References: 71, 217, 271
Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge about a topic.	REACH HIGHER Level 3A SE Page References:
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	REACH HIGHER Level 3A SE Page References: 215
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.	REACH HIGHER Level 3A SE Page References: This objective is addressed extensively throughout. See, for example: 100, 144-147, 214-217

Grade 3 Common Core State Standards	REACH HIGHER Level 3A Student's Edition Page References
Speaking and Listening Standards	
Comprehension and Collaboration	
<p>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 texts, building on others' ideas and expressing their own clearly.</p> <p>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.</p>	<p>REACH HIGHER Level 3A SE Page References: 73</p>
<p>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).</p>	<p>REACH HIGHER Level 3A SE Page References:</p>
<p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p>REACH HIGHER Level 3A SE Page References: 40, 147</p>
<p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>REACH HIGHER Level 3A SE Page References: 3, 66, 212</p>
<p>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.</p>	<p>REACH HIGHER Level 3A SE Page References: 29, 100, 135, 207, 217</p>
<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>REACH HIGHER Level 3A SE Page References: 40, 76, 100, 147</p>
Presentation of Knowledge and Ideas	
<p>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.</p>	<p>REACH HIGHER Level 3A SE Page References: 4-5, 6, 79, 217, 212</p>
<p>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.</p>	<p>REACH HIGHER Level 3A SE Page References: The opportunity to address this objective is available. See, for example: 219, 240</p>
<p>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.)</p>	<p>REACH HIGHER Level 3A SE Page References: 28, 35</p>

Grade 3 Common Core State Standards	REACH HIGHER Level 3A Student's Edition Page References
Language Standards	
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.	REACH HIGHER Level 3A SE Page References: 183, 187, 213, 239
b. Form and use regular and irregular plural nouns.	REACH HIGHER Level 3A SE Page References: 183, 187, 213, 217
c. Use abstract nouns (e.g., childhood).	REACH HIGHER Level 3A SE Page References: 187
d. Form and use regular and irregular verbs.	REACH HIGHER Level 3A SE Page References: 267
e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	REACH HIGHER Level 3A SE Page References: 213, 232, 239, 240, 267, 271
f. Ensure subject-verb and pronoun-antecedent agreement.*	REACH HIGHER Level 3A SE Page References: 67, 267, 271
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	REACH HIGHER Level 3A SE Page References:
h. Use coordinating and subordinating conjunctions.	REACH HIGHER Level 3A SE Page References: 143 coordinating conjunctions only
i. Produce simple, compound, and complex sentences.	REACH HIGHER Level 3A SE Page References: 9, 35, 70, 143, 147 simple and compound sentences only
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles.	REACH HIGHER Level 3A SE Page References: The opportunity to introduce this objective is available. See, for example: 68, 71
b. Use commas in addresses.	REACH HIGHER Level 3A SE Page References: The opportunity to address this objective is available. See, for example:

Grade 3 Common Core State Standards	REACH HIGHER Level 3A Student's Edition Page References
c. Use commas and quotation marks in dialogue.	REACH HIGHER Level 3A SE Page References:
d. Form and use possessives.	REACH HIGHER Level 3A SE Page References:
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	REACH HIGHER Level 3A SE Page References: 155, 208, 213, 217, 271
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	REACH HIGHER Level 3A SE Page References: 67, 155, 183, 213, 217, 271
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	REACH HIGHER Level 3A SE Page References: 67
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.*	REACH HIGHER Level 3A SE Page References: 70, 145, 259, 269
b. Recognize and observe differences between the conventions of spoken and written standard English.	REACH HIGHER Level 3A SE Page References: The opportunity to address this objective is available. See, for example: 147
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	REACH HIGHER Level 3A SE Page References: 176, 243
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	REACH HIGHER Level 3A SE Page References: 208, 234, 239
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	REACH HIGHER Level 3A SE Page References:

Grade 3 Common Core State Standards	REACH HIGHER Level 3A Student's Edition Page References
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	REACH HIGHER Level 3A SE Page References: The opportunity to address this objective is available. See, for example: 60
5. Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).	REACH HIGHER Level 3A SE Page References: 47, 50-51
b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	REACH HIGHER Level 3A SE Page References: 7, 39, 79, 113, 155, 187, 213, 243
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	REACH HIGHER Level 3A SE Page References: This objective falls outside the scope of National Geographic School Publishing/Hampton-Brown's REACH Level D.
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., After dinner that night we went looking for them).	REACH HIGHER Level 3A SE Page References: This objective is addressed extensively throughout. See, for example: 41, 81, 176