English Language Arts Crosswalk Common Core State Standards to Connecticut State Standards to District Curriculum
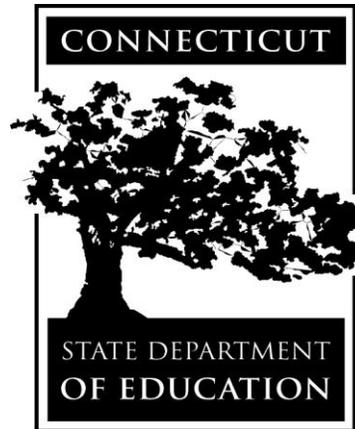

CONNECTICUT
STATE DEPARTMENT
OF EDUCATION

Grade 3

GRADE 3		
CCSS	**CT Standard Match**	**ELL Framework Link**
READING STRAND: READING FOR LITERATURE STANDARDS		
Key Ideas and Details		
CC.3.R.L.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**CT.3.R.23** Reading Comprehension: During Reading: Ask and answer questions.	**2:2-2.A.m (3-5)** Retell, explain and expand the text to check comprehension. **2:2-2.A.l (3-5)** Read a story and represent the sequence of events through pictures, words, music or drama.
CC.3.R.L.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.	**CT.3.R.33** Reading Comprehension: After Reading: General Understanding: State the theme in literary text. **CT.3.R.39** Reading Comprehension: After Reading: Content and Structure: Recognize values, ethics and beliefs included in a text. **CT.3.R.40** Reading Comprehension: After Reading: Content and Structure: Select, synthesize and use relevant information from a text to include in an extension or response to the text, e.g., journal response, questions to ask the author, points to include in a speech.	**2:2-2.A.k (3-5)** Identify main idea and supporting details. **2:2-3.B.r (3-5)** Generate key questions about a text before, during and after reading.

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	CT.3.R.42 Reading Comprehension: After Reading: Content and Structure: Discuss the culture and/or traditions described in a piece of literature and explain how they are similar or different from those of the reader. **CT.3.R.43** Reading Reflection/Behaviors: Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture and tradition.	
CC.3.R.L.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**CT.3.R.29** Reading Comprehension: After Reading: General Understanding: Describe characters' physical and personality traits. **CT.3.R.31** Reading Comprehension: After Reading: General Understanding: Describe the conflict faced by a character in a story. **CT.3.R.35** Reading Comprehension: After Reading: Developing an Interpretation: Draw conclusions based on implicit or explicit evidence from text.	**2:2-2.A.l (3-5)** Read a story and represent the sequence of events through pictures, words, music or drama.

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Craft and Structure		
CC.3.R.L.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	**CT.3.R.16** Vocabulary: Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words. **CT.3.R.41** Reading Comprehension: After Reading: Content and Structure: Identify the author's use of literary devices, e.g., simile, personification.	**2:2-2.A.q (3-5)** Answer literal and inferential questions about grade-appropriate texts. **2:2-2.A.j (3-5)** Expand academic vocabulary.
CC.3.R.L.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.	**CT.3.OL.6** Speaking: Present ideas with clarity, voice and fluency to communicate a message, e.g., present dramatic interpretations of experiences, stories, poems or plays.	**2:2-2.A.s (3-5)** Recognize and use literary terms. **2:2-2.B.m (3-5)** Adjust language, as appropriate, to audience, purpose and task. **2:2-2.B.o (3-5)** Use linguistic transitional elements (first, next, then).
CC.3.R.L.6 Distinguish their own point of view from that of the narrator or those of the characters.	**CT.3.R.26** Reading Comprehension: During Reading: Explain first-, second-, and third-person point of view.	**2:2-2.A.t (3-5)** Develop a critical stance. **2:2-2.A.v (3-5)** Critique and evaluate text.

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	CT.3.R.35 Reading Comprehension: After Reading: Developing an Interpretation: Draw conclusions based on implicit or explicit evidence from text. **CT.3.R.36** Reading Comprehension: After Reading: Developing an Interpretation: Decide an author's purpose for including particular information in text.	
Integration of Knowledge and Ideas		
C.3.R.L.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).	**CT.3.R.1** Phonics/Word Study: Use phonetic, structural, syntactical and contextual clues to read and understand words. **CT.3.R.16** Vocabulary: Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words. **CT.3.R.20** Reading Comprehension: Before Reading: Articulate what is known about the text topic based on the title, author, pictures, illustrations, prior knowledge.	**2:2-3.B.c (3-5)** Make inferences from visuals. **2:2-3.C.b (3-5)** Use visuals to prompt writing.

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	CT.3.R.21 Reading Comprehension: Before Reading: Make relevant predictions about what will probably happen in a story (fiction) or what will be learned (nonfiction) based on title, cover, chapter headings, illustrations, etc.	
CC.3.R.L.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).	**CT.3.R.45** Reading Reflection/Behaviors: Cite favorite authors and books and support with reasons.	**2:2-3.B.i (3-5)** Make text-to-self, text-to-text and text-to-world connections.
Range of Reading and Complexity of Text		
CC.3.R.L.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.	**CT.3.R.11** High-Frequency Words: Read at least 600 high-frequency words, e.g., Dolch or Fry. **CT.3.R.13** Fluency: Read aloud, while comprehending, unpracticed text with fluency at 110-120+ words correct per minute.	**2:2-2.A.r (3-5)** Increase fluency. **2:2-2.A.x (3-5)** Interpret and respond to text. **2:2-3.B.t (3-5)** Monitor comprehension while reading and self-correct.

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READING STRAND: READING FOR INFORMATION STANDARDS		
Key Ideas and Details		
CC.3.R.I.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**CT.2.R.23** Reading Comprehension: Before Reading: Preview parts of books, e.g., table of contents and glossary, to gain understanding. **CT.2.R.40** Reading Comprehension: After Reading: Developing an Interpretation: Compare information across nonfiction selections, e.g., seagulls vs. hawks.	**2:2-3.B.r (3-5)** Generate key questions about a text before, during and after reading.
CC.3.R.I.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	**CT.3.R.32** Reading Comprehension: After Reading: General Understanding: State the main idea with supporting details in informational text. **CT.3.R.38** Reading Comprehension: After Reading: Developing an Interpretation: Identify and explain text structures, e.g., sequence, main idea/details, compare/contrast, cause and effect.	**2:2-3.B.m (3-5)** Identify main idea and supporting details.
CC.3.R.I.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.	**CT.3.R.38** Reading Comprehension: After Reading: Developing an Interpretation: Identify and explain text structures, e.g., sequence, main idea/details, compare/contrast, cause and effect.	**2:2-3.C.q (3-5)** Use sequencing. **2:2-3.B.i (3-5)** Make text-to-self, text-to-text and text-to-world connections.

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	CT.3.R.35 Reading Comprehension: After Reading: Developing an Interpretation: Draw conclusions based on implicit or explicit evidence from text. **CT.3.W.41** Writing Genres, Traits and Crafts: Expository: Describe procedures sequentially, e.g., steps in a scientific experiment, mathematical problem, and recipe.	
Craft and Structure		
CC.3.R.I.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.	**CT.3.R.16** Vocabulary: Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple meaning words. **CT.3.R.18** Vocabulary: Define words and concepts necessary for understanding math, science, social studies, literature and other content area text. **CT.3.R.17** Vocabulary: Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication. **CT.3.R.15** Vocabulary: Use glossary, dictionary and thesaurus to find and confirm word meanings.	**2:2-2.A.c (3-5)** Develop vocabulary. **2:2-2.A.j (3-5)** Expand academic vocabulary.

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CC.3.R.I.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	**CT.3.R.27** Reading Comprehension: During Reading: Interpret graphical information, e.g., charts, tables, diagrams.	**2:2-2.C.e (3-5)** Use available technology to gather information. **2:2-2.C.h (3-5)** Select and organize information from appropriate sources for a specific purpose.
CC.3.R.I.6 Distinguish their own point of view from that of the author of a text.	**CT.3.R.39** Reading Comprehension: After Reading: Content and Structure: Recognize values, ethics and beliefs included in a text.	**2:2-2.A.v (3-5)** Critique and evaluate text. **2:2-1.B.h (3-5)** Express and defend opinions.
Integration of Knowledge and Ideas		
CC.3.R.I.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).	**CT.3.R.20** Reading Comprehension: Before Reading: Articulate what is known about the text topic based on the title, author, pictures, illustrations, prior knowledge. **CT.3.R.21** Reading Comprehension: Before Reading: Make relevant predictions about what will probably happen in a story (fiction) or what will be learned (nonfiction) based on title, cover, chapter headings, illustrations, etc.	**1:1-1.A.e (3-5)** Ask and answer who, what, when, where and how questions. **2:2-3.B.a (3-5)** Preview illustrations and text. **2:2-3.B.c (3-5)** Make inferences from visuals. **2:2-3.B.k (3-5)** Make inferences from explicit information.

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	CT.3.R.27 Reading Comprehension: During Reading: Interpret graphical information, e.g., charts, tables, diagrams. **CT.3.R.37** Reading Comprehension: After Reading: Developing an Interpretation: Interpret meaning based on charts, graphs, maps, illustrations and photos in text.	
CC.3.R.I.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	**CT.3.R.38** Reading Comprehension: After Reading: Developing an Interpretation: Identify and explain text structures, e.g., sequence, main idea/details, compare/contrast, cause and effect.	**2:2-2.B.o (3-5)** Use linguistic transitional elements (first, next, then). **2:2-2.B.q (3-5)** Recognize and use syntax.
CC.3.R.I.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	**CT.3.R.38** Reading Comprehension: After Reading: Developing an Interpretation: Identify and explain text structures, e.g., sequence, main idea/details, compare/contrast, cause and effect.	**2:2-3.B.i (3-5)** Make text-to-self, text-to-text and text-to-world connections.
Phonics and Word Recognition		
CC.3.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.	**CT.3.R.1** Phonics/Word Study: Use phonetic, structural, syntactical and contextual clues to read and understand words.	**2:2-2.A.b (3-5)** Develop phonological and phonemic awareness in English. **2:2-2.A.g (3-5)** Develop fluency.

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	CT.3.R.3 Phonics/Word Study: Use letter-sound correspondence, structural analysis and syllable patterns to decode multisyllable words. **CT.3.R.5** Phonics/Word Study: Recognize automatically common regular and irregular words. **CT.3.R.10** Phonics/Word Study: Read words containing complex letter patterns and/or word families, e.g., -ieve, -eive, -ield, in isolation and in context. **CT.3.R.11** High-Frequency Words: Read at least 600 high-frequency words, e.g., Dolch or Fry.	**2:2-2.A.h (3-5)** Recognize common word parts.
CC.3.R.F.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.	**CT.3.R.2** Phonics/Word Study: Know sounds for a wide range of suffixes and prefixes, e.g., -able, -tion, -ment, ex-, re-. **CT.3.R.4** Phonics/Word Study: Infer word meanings from roots, prefixes, and suffixes.	**2:2-2.A.h (3-5)** Recognize common word parts. **2:2-2.A.c (3-5)** Develop vocabulary.
CC.3.R.F.3.b Decode words with common Latin suffixes.	**CT.3.R.2** Phonics/Word Study: Know sounds for a wide range of suffixes and prefixes, e.g., -able, -tion, -ment, ex-, re-.	**2:2-2.A.h (3-5)** Recognize common word parts. **2:2-2.A.c (3-5)** Develop vocabulary.

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CC.3.R.F.3.c Decode multisyllable words.	**CT.3.R.1** Phonics/Word Study: Use phonetic, structural, syntactical and contextual clues to read and understand words. **CT.3.R.2** Phonics/Word Study: Know sounds for a wide range of suffixes and prefixes, e.g., -able, -tion, -ment, ex-, re-. **CT.3.R.3** Phonics/Word Study: Use letter-sound correspondence, structural analysis and syllable patterns to decode multisyllable words.	**2:2-2.A.b (3-5)** Develop phonological and phonemic awareness in English.
CC.3.R.F.3.d Read grade-appropriate irregularly spelled words.	**CT.3.R.5** Phonics/Word Study: Recognize automatically common regular and irregular words. **CT.3.R.10** Phonics/Word Study: Read words containing complex letter patterns and/or word families, e.g., -ieve, -eive, -ield, in isolation and in context.	**2:2-2.A.c (3-5)** Develop vocabulary. **2:2-2.A.j (3-5)** Expand academic vocabulary.
READING STRAND: FOUNDATIONAL SKILLS STANDARDS		
Fluency		
CC.3.R.F.4 Read with sufficient accuracy and fluency to support comprehension.	**CT.3.R.13** Fluency: Read aloud, while comprehending, unpracticed text with fluency at 110-120+ words correct per minute.	**2:2-2.A.d (3-5)** Expand knowledge of content. **2:2-2.A.g (3-5)** Develop fluency.

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	CT.3.R.12 Fluency: Read aloud informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression.	**2:2-2.A.r (3-5)** Increase fluency.
CC.3.R.F.4.a Read grade-level text with purpose and understanding.	**CT.3.R.12** Fluency: Read aloud informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression. **CT.3.R.13** Fluency: Read aloud while comprehending, unpracticed text with fluency at 110-120+ words correct per minute.	**2:2-2.A.g (3-5)** Develop fluency. **2:2-2.A.i (3-5)** Explore a variety of genre. **2:2-2.A.r (3-5)** Increase fluency.
CC.3.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	**CT.3.R.12** Fluency: Read aloud informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression.	**2:2-2.A.g (3-5)** Develop fluency. **2:2-2.A.r (3-5)** Increase fluency.
CC.3.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**CT.3.R.7** Phonics/Word Study: Use context to accurately read words with more than one pronunciation, e.g., an object vs. to object. **CT.3.R.12** Read aloud informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression. **CT.3.R.13** Fluency: Read aloud, while comprehending, unpracticed text with fluency at 110-120+ words correct per minute.	**2:2-2.A.u (3-5)** Analyze, synthesize and construct meaning from text. **2:2-3.B.g (3-5)** Reread. **2:2-3.B.f (3-5)** Use context to construct meaning.

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CCSS	**CT Standard Match**	**ELL Framework Link**
WRITING STRAND: WRITING STANDARDS		
Text Types and Purposes		
CC.3.W.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.	**CT.3.W.43** Writing Genres, Traits and Crafts: Persuasive: Write two or more paragraphs, stating an opinion and supporting that opinion with details.	**2:2-1.B.h (3-5)** Express and defend opinions. **2:2-2.B.l (3-5)** Develop clear ideas with supporting details and evidence.
CC.3.W.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	**CT.3.W.36** Writing Genres, Traits and Crafts: Narrative: Write personal narratives, using personal experience and observations to support ideas, e.g., diary entries, autobiography. **CT.3.W.39** Writing Genres, Traits and Crafts: Expository: Write a report to explain a topic, citing one source.	**2:2-1.B.d (3-5)** Express opinions. **2:2-2.B.d (3-5)** Engage in effective pre-writing activities (brainstorming, discussing, graphic organizers, etc.). **2:2-2.B.p (3-5)** Write expository essays.
CC.3.W.1.b Provide reasons that support the opinion.	**CT.3.W.43** Writing Genres, Traits and Crafts: Persuasive: Write two or more paragraphs, stating an opinion and supporting that opinion with details.	**2:2-1.B.h (3-5)** Express and defend opinions.
CC.3.W.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	**CT.3.W.38** Writing Genres, Traits and Crafts: Narrative: Use transition words to connect ideas, e.g., afterward, later on.	**2:2-2.B.o (3-5)** Use linguistic transitional elements (first, next, then).
CC.3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**CT.3.W.39** Writing Genres, Traits and Crafts: Expository: Write a report to explain a topic, citing one source.	**2:2-2.B.p (3-5)** Write expository essays. **2:2-2.B.f (3-5)** Write on a topic.

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		2:2-2.B.l (3-5) Develop clear ideas with supporting details and evidence.
CC.3.W.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	**CT.3.W.28** Writing Process: Plan: develop ideas for a particular topic or purpose, e.g., questioning, brainstorming, drawing and listing key thoughts. **CT.3.W.29** Writing Process: Draft: complete a draft of a single topic, using simple notes or outlines generated from the planning stage.	**2:2-2.B.d (3-5)** Engage in effective pre-writing activities (brainstorming, discussing, graphic organizers, etc.). **2:2-2.B.f (3-5)** Write on a topic. **2:2-2.B.l (3-5)** Develop clear ideas with supporting details and evidence.
CC.3.W.2.b Develop the topic with facts, definitions, and details.	**CT.3.R.39** Reading Comprehension: After Reading: Content and Structure: Recognize values, ethics and beliefs included in a text. **CT.3.W.43** Writing Genres, Traits and Crafts: Persuasive: Write two or more paragraphs, stating an opinion and supporting that opinion with details.	**2:2-2.B.l (3-5)** Develop clear ideas with supporting details and evidence.
CC.3.W.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	**CT.3.W.41** Writing Genres, Traits and Crafts: Expository: Describe procedures sequentially, e.g., steps in a scientific experiment, mathematical problem and recipe.	**2:2-2.B.o (3-5)** Use linguistic transitional elements (first, next, then). **2:2-2.B.q (3-5)** Recognize and use syntax.

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CC.3.W.2.d Provide a concluding statement or section.	**CT.3.W.39** Writing Genres, Traits and Crafts: Expository: Write a report to explain a topic, citing one source. **CT.3.W.42** Writing Genres, Traits and Crafts: Expository: Summarize through the use of charts and graphs.	**2:2-3.B.o (3-5)** Summarize the text.
CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**CT.3.W.36** Writing Genres, Traits and Crafts: Narrative: Write personal narratives, using personal experience and observations to support ideas, e.g., diary entries, autobiography. **CT.3.W.37** Writing Genres, Traits and Crafts: Narrative: Write fictional narratives with an evident problem and solution, e.g., folktale, fairytale, fable. **CT.3.W.38** Writing Genres, Traits and Crafts: Narrative: Use transition words to connect ideas, e.g., afterward, later on.	**2:2-3.C.p (3-5)** Use elaboration and specific details. **2:2-3.C.q (3-5)** Use sequencing. **2:2-2.B.e (3-5)** Produce original sentences. **2:2-2.B.i (3-5)** Write a narrative.
CC.3.W.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**CT.3.W.37** Writing Genres, Traits and Crafts: Narrative: Write fictional narratives with an evident problem and solution, e.g., folktale, fairytale, fable.	**2:2-2.B.i (3-5)** Write a narrative. **2:2-2.B.d (3-5)** Engage in effective pre-writing activities (brainstorming, discussing, graphic organizers, etc.). **2:2-3.C.q (3-5)** Use sequencing.

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CC.3.W.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	**CT.3.W.19** Capitalization/Punctuation/Usage: Use quotation marks in dialogue.	**2:2-2.B.m (3-5)** Adjust language, as appropriate, to audience, purpose and task. **2:3-1.A.n (3-5)** Recognize and apply the style of speech appropriate to a given situation. **2:2-1.B.j (3-5)** Contribute relevant ideas to a discussion.
CC.3.W.3.c Use temporal words and phrases to signal event order.	**CT.3.W.38** Writing Genres, Traits and Crafts: Narrative: Use transition words to connect ideas, e.g., afterward, later on. **CT.3.W.41** Writing Genres, Traits and Crafts: Expository: Describe procedures sequentially, e.g., steps in a scientific experiment, mathematical problem and recipe.	**2:2-2.B.o (3-5)** Use linguistic transitional elements (first, next, then).
Production and Distribution of Writing		
CC.3.W.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.)	**CT.3.W.28** Writing Process: Plan: develop ideas for a particular topic or purpose, e.g., questioning, brainstorming, drawing and listing key thoughts. **CT.3.W.29** Writing Process: Draft: complete a draft of a single topic, using simple notes or outlines generated from the planning stage.	**2:2-2.B.m (3-5)** Adjust language, as appropriate, to audience, purpose, and task. **2:2-3.C.g (3-5)** Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences).

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	CT.3.W.30 Writing Process: Revise: revise a completed draft by rearranging words, phrases or sentences, provide supporting details, use correct sequence, fix run-on sentences and fragments. **CT.3.W.31** Writing Process: Edit: edit drafts for complete sentences, capitalization, punctuation and usage. **CT.3.W.32** Writing Process: Publish/Present: publish and present completed drafts, e.g., student authors' celebration, cooperative group science project, peer teaching math word problems. **CT.3.W.33** Writing Process: Reflect: explain strengths and weaknesses of writing, e.g., CMT rubric and anchor papers, checklist, scoring guides.	
CC.3.W.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 page 29.)	**CT.3.W.28** Writing Process: Plan: develop ideas for a particular topic or purpose, e.g., questioning, brainstorming, drawing and listing key thoughts. **CT.3.W.29** Writing Process: Draft: complete a draft of a single topic, using simple notes or outlines generated from the planning stage. **CT.3.W.30** Writing Process: Revise: revise a completed draft by rearranging words, phrases or sentences, provide supporting details, use correct sequence and fix run-on sentences and fragments.	**2:2-3.C.g (3-5)** Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences). **2:2-3.C.h (3-5)** Brainstorm ideas before writing. **2:2-3.C.i (3-5)** Engage in discussion with peers. **2:2-3.C.n (3-5)** Publish and share final drafts.

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	CT.3.W.31 Writing Process: Edit: edit drafts for complete sentences, capitalization, punctuation and usage. **CT.3.W.32** Writing Process: Publish/Present: publish and present completed drafts, e.g., student authors' celebration, cooperative group science project, peer teaching math word problems. **CT.3.W.33** Writing Process: Reflect: explain strengths and weaknesses of writing, e.g., CMT rubric and anchor papers, checklist, scoring guides.	
CC.3.W.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.	**CT.3.W.32** Writing Process: Publish/Present: publish and present completed drafts, e.g., student authors' celebration, cooperative group science project, peer teaching math word problems. **CT.5.W.24** Writing Process: Publish/Present: Publish and present final products, using a variety of technology, e.g., word processor, spreadsheet, multimedia, slideshow, publication software.	**2:2-3.C.k (3-5)** Use technology to enhance writing.

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CCSS	**CT Standard Match**	**ELL Framework Link**
Research to Build and Present Knowledge		
CC.3.W.7 Conduct short research projects that build knowledge about a topic.	**CT.3.W.39** Writing Genres, Traits and Crafts: Expository: Write a report to explain a topic, citing one source. **CT.3.W.42** Writing Genres, Traits and Crafts: Expository: Summarize through the use of charts and graphs.	**2:2-2.C.b (3-5)** Observe and record information. **2:2-2.C.e (3-5)** Use available technology to gather information. **2:2-2.C.h (3-5)** Select and organize information from appropriate sources for a specific purpose.
Range of Writing		
CC.3.W.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.	**CT.3.W.34** Writing Genres, Traits and Crafts: Descriptive: Select a topic and use specific words to "paint a picture." **CT.3.W.35** Writing Genres, Traits and Crafts: Descriptive: Use a variety of sentence lengths and sentence types, e.g., declarative, imperative, interrogative. **CT.3.W.36** Writing Genres, Traits and Crafts: Narrative: Write personal narratives, using personal experience and observations to support ideas, e.g., diary entries, autobiography. **CT.3.W.37** Writing Genres, Traits and Crafts: Narrative: Write fictional narratives with an evident problem and solution, e.g., folktale, fairytale, fable.	**2:2-2.B.d (3-5)** Engage in effective pre-writing activities (brainstorming, discussing, graphic organizers, etc.). **2:2-2.B.e (3-5)** Produce original sentences. **2:2-2.B.f (3-5)** Write on a topic.

GRADE 3		
CCSS	**CT Standard Match**	**ELL Framework Link**
	CT.3.W.38 Writing Genres, Traits and Crafts: Narrative: Use transition words to connect ideas, e.g., afterward, later on. **CT.3.W.39** Writing Genres, Traits and Crafts: Expository: Write a report to explain a topic, citing one source. **CT.3.W.40** Writing Genres, Traits and Crafts: Expository: Write three or more paragraphs, maintaining focus on a specific topic and using a variety of sentence beginnings, e.g., start with an adverb, quickly, the snake slithered away. **CT.3.W.41** Writing Genres, Traits and Crafts: Expository: Describe procedures sequentially, e.g., steps in a scientific experiment, mathematical problem, recipe. **CT.3.W.42** Writing Genres, Traits and Crafts: Expository: Summarize through the use of charts and graphs. **CT.3.W.43** Writing Genres, Traits and Crafts: Persuasive: Write two or more paragraphs, stating an opinion and supporting that opinion with details.	

GRADE 3		
CCSS	**CT Standard Match**	**ELL Framework Link**
	CT.3.W.44 Writing Genres, Traits and Crafts: Poetic: Write a quatrain poem. **CT.3.W.45** Writing Genres, Traits and Crafts: Poetic: Write a limerick. **CT.3.W.46** Writing Genres, Traits and Crafts: Poetic: Write a free verse poem, e.g., repeated sentence beginnings: If I were to change the world.	

GRADE 3		
CCSS	**CT Standard Match**	**ELL Framework Link**
SPEAKING AND LISTENING STRAND: SPEAKING AND LISTENING STANDARDS		
Comprehension and Collaboration		
CC.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 texts, building on others' ideas and expressing their own clearly.	**CT.3.R.42** Reading Comprehension: After Reading: Content and Structure: Discuss the culture and/or traditions described in a piece of literature and explain how they are similar or different from those of the reader. **CT.3.OL.2** Listening: Listen to the opinions of others about written, oral and visual texts. **CT.3.OL.6** Speaking: Present ideas with clarity, voice and fluency to communicate a message, e.g., present dramatic interpretations of experiences, stories, poems or plays.	**1:1-1.A.d (3-5)** Initiate communication. **1:1-1A.i (3-5)** Express needs, feelings and ideas. **1:1-1A.k (3-5)** Negotiate solutions to problems or misunderstandings. **1:1-1A.n (3-5)** Persuade others by defending and arguing a position.
CC.3.SL.1.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.	**CT.3.OL.2** Listening: Listen to the opinions of others about written, oral and visual texts. **CT.3.OL.6** Speaking: Present ideas with clarity, voice and fluency to communicate a message, e.g., present dramatic interpretations of experiences, stories, poems or plays.	**1:1-2.A.f (3-5)** Plan and practice anticipated conversations. **1:1-2.B.c (3-5)** Work in cooperative groups. **2:2-1.B.j (3-5)** Contribute relevant ideas to a discussion.

GRADE 3		
CCSS	**CT Standard Match**	**ELL Framework Link**
CC.3.SL.1.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).	**CT.3.OL.2** Listening: Listen to the opinions of others about written, oral and visual texts. **CT.3.OL.6** Speaking: Present ideas with clarity, voice and fluency to communicate a message, e.g., present dramatic interpretations of experiences, stories, poems or plays.	**1:1-2.B.g (3-5)** Confer with peers to solve problems and make decisions. **2:2-1.B.b (3-5)** Take turns when speaking. **2:2-1.B.e (3-5)** Listen to and respect the opinions of others.
CC.3.SL.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	**CT.3.R.23** Reading Comprehension: During Reading: Ask and answer questions.	**1:1-1A.g (3-5)** Ask simple questions for clarification.
CC.3.SL.1.d Explain their own ideas and understanding in light of the discussion.	**CT.3.R.32** Reading Comprehension: After Reading: General Understanding: State the main idea with supporting details in informational text. **CT.3.R.42** Reading Comprehension: After Reading: Content and Structure: Discuss the culture and/or traditions described in a piece of literature and explain how they are similar or different from those of the reader.	**1:1-1.A.i (3-5)** Express needs, feelings and ideas. **2:2-1.B.d (3-5)** Express opinions.
CC.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.	**CT.3.R.20** Reading Comprehension: Before Reading: Articulate what is known about the text topic based on the title, author, pictures, illustrations, prior knowledge. **CT.3.R.29** Reading Comprehension: After Reading: General Understanding: Describe characters' physical and personality traits.	**2:2-2A.k (3-5)** Identify main idea and supporting details.

GRADE 3		
CCSS	**CT Standard Match**	**ELL Framework Link**
	CT.3.R.30 Reading Comprehension: After Reading: General Understanding: Develop a new title that best fits a text. **CT.3.R.31** Reading Comprehension: After Reading: General Understanding: Describe the conflict faced by a character in a story. **CT.3.R.32** Reading Comprehension: After Reading: General Understanding: State the main idea with supporting details in informational text. **CT.3.R.33** Reading Comprehension: After Reading: General Understanding: State the theme in literary text.	
CC.3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**CT.3.OL.3** Listening: Paraphrase information that has been shared by others. **CT.3.R.40** Reading Comprehension: After Reading: Content and Structure: Select, synthesize and use relevant information from a text to include in an extension or response to the text, e.g., journal response, questions to ask the author, points to include in a speech.	**1:1-1A.e (3-5)** Ask and answer who, what, when, where and how questions. **1:1-1A.g (3-5)** Ask simple questions for clarification.

GRADE 3		
CCSS	**CT Standard Match**	**ELL Framework Link**
Presentation of Knowledge and Ideas		
CC.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.	**CT.3.OL.4** Speaking: Express clearly main idea and elaborate with supporting details. **CT.3.OL.5** Speaking: Sequence ideas logically with effective transition words to connect ideas. **CT.3.OL.6** Speaking: Present ideas with clarity, voice and fluency to communicate a message, e.g., present dramatic interpretations of experiences, stories, poems or plays.	**1:1-2.A.f (3-5)** Plan and practice conversations. **2:2-1.B.a (3-5)** Participate in full-class, group and paired activities.
CC.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.	**CT.3.OL.6** Speaking: Present ideas with clarity, voice and fluency to communicate a message, e.g., present dramatic interpretations of experiences, stories, poems or plays.	**2:2-1.C.a (3-5)** Repeat words, phrases and simple sentences accurately. **2:2-1.C.i (3-5)** Communicate clearly and precisely.
CC.3.SL.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 page 26 for specific expectations.)	**CT.3.OL.4** Speaking: Express clearly main idea and elaborate with supporting details. **CT.3.OL.6** Speaking: Present ideas with clarity, voice and fluency to communicate a message, e.g., present dramatic interpretations of experiences, stories, poems or plays.	**2:2-1.C.c (3-5)** Produce original sentences with increasing accuracy. **2:2-1.C.j (3-5)** Adjust language, as appropriate, to audience, purpose and task.

GRADE 3		
CCSS	**CT Standard Match**	**ELL Framework Link**
LANGUAGE STRAND: LANGUAGE STANDARDS		
Conventions of Standard English		
CC.3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**CT.3.OL.1** Listening: Recognize the difference between standard and nonstandard English.	**2:2-1.C.f (3-5)** Recognize the difference between standard and nonstandard English. **2.2-1.C.g (3-5)** Recognize and use complex syntax. **2.2-1.C.i (3-5)** Communicate clearly and precisely. **2.2-2.B.g (3-5)** Attend to writing mechanics (capital letters, periods and question marks).
CC.3.L.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	**CT.3.W.22** Capitalization/Punctuation/Usage: Use consistent verb tense most of the time.	**2:2-1.C.b (3-5)** Use basic language patterns accurately. **2.2-2.B.q (3-5)** Recognize and use syntax.

CC.3.L.1.b
Form and use regular and irregular plural nouns.
	CT.3.W.7
	Spelling: Spell words involving previously studied generalizations and word patterns, and words taught as part of the third-grade spelling curriculum. Examples:
	- vowel patterns, e.g., aw, ou, oy
	- affixes, e.g., un-, pre-, -ed
	- plurals rules, e.g., cat to cats,
	  glass to glasses, carry to carries
	- double consonant rules, e.g.,
	  bunny, hopping, hotter, hottest
	- common homophones, e.g., to,
	  two, too; there, their, they're.
		2:2-1.C.h (3-5)
		Produce increasingly complex language.

GRADE 3		
CCSS	**CT Standard Match**	**ELL Framework Link**
CC.3.L.1.d Form and use regular and irregular verbs.	**CT.3.W.22** Capitalization/Punctuation/Usage: Use consistent verb tense most of the time. **CT.3.W.31** Writing Process: Edit: edit drafts for complete sentences, capitalization, punctuation and usage.	**2.2-1.C.b (3-5)** Use basic language patterns accurately. **2.2-1.C.g (3-5)** Recognize and use complex syntax. **1.1-2.A.h (3-5)** Check for correctness of speech and adjust language accordingly.
CC.3.L.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	**CT.3.W.22** Capitalization/Punctuation/Usage: Use consistent verb tense most of the time.	**1.1-2.B.e (3-5)** Ask whether a particular word or phrase is correct. **2:2-1.C.b (3-5)** Use basic language patterns accurately.
CC.3.L.1.f Ensure subject-verb and pronoun-antecedent agreement.*	**CT.3.W.31** Writing Process: Edit: edit drafts for complete sentences, capitalization, punctuation and usage.	**1.1-2.B.e (3-5)** Ask whether a particular word or phrase is correct. **2:2-1.C.i (3-5)** Communicate clearly and precisely.
CC.3.L.1.h Use coordinating and subordinating conjunctions.	**CT.2.W.17** Capitalization/Punctuation/Usage: Combine simple sentences into compound sentences by using and/or/but.	**1:1-2.A.b (3-5)** Experiment with recently learned language. **2:2-1.C.h (3-5)** Produce increasingly complex language.

GRADE 3		
CCSS	**CT Standard Match**	**ELL Framework Link**
CC.3.L.1.i Produce simple, compound, and complex sentences.	**CT.3.W.31** Writing Process: Edit: edit drafts for complete sentences, capitalization, punctuation and usage.	**2:2-1.C.c (3-5)** Produce original sentences with increasing accuracy. **2:2-1.C.i (3-5)** Communicate clearly and precisely. **2.2-2.B.q (3-5)** Recognize and use syntax.
CC.3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	**CT.3.W.7** Spelling: Spell words involving previously studied generalizations and word patterns, and words taught as part of the third-grade spelling curriculum. Examples: - vowel patterns, e.g., aw, ou, oy - affixes, e.g., un-, pre-, -ed - plurals rules, e.g., cat to cats, glass to glasses, carry to carries - double consonant rules, e.g., bunny, hopping, hotter, hottest - common homophones, e.g., to, two, too; there, their, they're. **CT.3.W.8** Spelling: Use phonetic spelling for challenging words. **CT.3.W.9** Spelling: Recognize words that may be misspelled and make corrections.	**2.2-2.B.g (3-5)** Attend to writing mechanics (capital letters, periods and question marks). **2.2-2.B.k (3-5)** Attend to writing mechanics (punctuation and spelling). **2.2-2.B.q (3-5)** Recognize and use syntax.

GRADE 3		
CCSS	CT Standard Match	ELL Framework Link
	CT.3.W.10 Capitalization/Punctuation/Usage: Capitalize person's title, e.g., President Smith vs. the president. **CT.3.W.11** Capitalization/Punctuation/Usage: Capitalize first word inside quotation marks. **CT.3.W.12** Capitalization/Punctuation/Usage: Capitalize all proper nouns. **CT.3.W.13** Capitalization/Punctuation/Usage Write apostrophes to show possession. **CT.3.W.14** Capitalization/Punctuation/Usage: Use period after an abbreviation or initial, e.g., Dr. Georgia Scott, M.D. **CT.3.W.15** Capitalization/Punctuation/Usage: Use comma between city and state, e.g., Seattle, Washington. **CT.3.W.16** Capitalization/Punctuation/Usage: Use commas in a series, e.g., She bought red socks, white shoes, and a blue dress OR She bought red socks, white shoes and a blue dress.	

GRADE 3		
CCSS	**CT Standard Match**	**ELL Framework Link**
	CT.3.W.17 Capitalization/Punctuation/Usage: Use comma between the day of the month and the year, e.g., March 2, 2000. **CT.3.W.18** Capitalization/Punctuation/Usage: Use comma in compound sentences. **CT.3.W.19** Capitalization/Punctuation/Usage Use quotation marks in dialogue. **CT.3.W.20** Capitalization/Punctuation/Usage: Use apostrophe in possessive nouns, e.g., the dog's house, the dogs' houses. **CT.3.W.21** Capitalization/Punctuation/Usage: Use correct pronoun as subject, e.g., I vs. me. **CT.3.W.22** Capitalization/Punctuation/Usage: Use consistent verb tense most of the time. **CT.3.W.23** Capitalization/Punctuation/Usage: Do not use double negatives or make common errors such as would of rather than would have; does not run sentences together or write accidental fragments.	

GRADE 3		
CCSS	**CT Standard Match**	**ELL Framework Link**
	CT.3.W.24 Capitalization/Punctuation/Usage: Use appropriate homonym, e.g., it's vs. its, your vs. you're, their vs. there vs. they're, to vs. two vs. too. **CT.3.W.25** Capitalization/Punctuation/Usage Use paragraph conventions, e.g., designated by indentation or skipping lines between paragraphs. **CT.3.W.26** Capitalization/Punctuation/Usage: Use resources to find correct spelling for words identified as misspelled, e.g., word walls, student dictionaries.	
CC.3.L.2.a Capitalize appropriate words in titles.	**CT.3.W.10** Capitalization/Punctuation/Usage: Capitalize person's title, e.g., President Smith vs. the president. **CT.3.W.12** Capitalization/Punctuation/Usage: Capitalize all proper nouns.	**2.2-2.B.g (3-5)** Attend to writing mechanics (capital letters, periods and question marks). **2.2-2.B.k (3-5)** Attend to writing mechanics (punctuation and spelling).
CC.3.L.2.b Use commas in addresses.	**CT.3.W.15** Capitalization/Punctuation/Usage: Use comma between city and state, e.g., Seattle, Washington.	**2.2-2.B.k (3-5)** Attend to writing mechanics (punctuation and spelling).
CC.3.L.2.c Use commas and quotation marks in dialogue.	**CT.3.W.19** Capitalization/Punctuation/Usage: Use quotation marks in dialogue.	**2.2-2.B.k (3-5)** Attend to writing mechanics (punctuation and spelling). **2.2-2.B.q (3-5)** Recognize and use syntax.

GRADE 3		
CCSS	**CT Standard Match**	**ELL Framework Link**
CC.3.L.2.d Form and use possessives.	**CT.3.W.13** Capitalization/Punctuation/Usage: Write apostrophes to show possession. **CT.3.W.20** Capitalization/Punctuation/Usage: Use apostrophe in possessive nouns, e.g., the dog's house, the dogs' houses.	**2.2-2.A.b (3-5)** Develop phonological and phonemic awareness in English. **2:2-1.C.h (3-5)** Produce increasingly complex language.

CC.3.L.2.e
Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
	CT.3.W.7
	Spelling: Spell words involving previously studied generalizations and word patterns, and words taught as part of the third-grade spelling curriculum. Examples:
	- vowel patterns, e.g., aw, ou, oy
	- affixes, e.g., un-, pre-, -ed
	- plurals rules, e.g., cat to cats,
	  glass to glasses, carry to carries
	- double consonant rules, e.g.,
	  bunny, hopping, hotter, hottest
	- common homophones, e.g., to,
	  two, too; there, their, they're.
		2:2-2.B.k (3-5)
		Attend to writing mechanics (punctuation and spelling).
		
		2.2-1.C.b (3-5)
		Use basic language patterns accurately.
		
		2.2-2.A.h (3-5)
		Recognize common word parts.
		
		2.2-2.B.q (3-5)
		Recognize and use syntax.

CC.3.L.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	**CT.3.W.7** Spelling: Spell words involving previously studied generalizations and word patterns, and words taught as part of the third-grade spelling curriculum.	**2.2-1.C.b (3-5)** Use basic language patterns accurately. **2.2-2.A.b (3-5)** Develop phonological and phonemic awareness in English.

GRADE 3		
CCSS	**CT Standard Match**	**ELL Framework Link**
	Examples: - vowel patterns, e.g., aw, ou, oy - affixes, e.g., un-, pre-, -ed - plurals rules, e.g., cat to cats, glass to glasses, carry to carries - double consonant rules, e.g., bunny, hopping, hotter, hottest - common homophones, e.g., to, two, too; there, their, they're.	**2.2-2.A.h (3-5)** Recognize common word parts.
CC.3.L.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**CT.3.W.26** Capitalization/Punctuation/Usage: Use resources to find correct spelling for words identified as misspelled, e.g., word walls, student dictionaries.	**2.2-2.C.c (3-5)** Use appropriate visual, print and auditory sources. **2.2-2.C.d (3-5)** Consult print and non-print resources in the native language when needed. **2.2-2.C.e (3-5)** Use available technology to gather information.
Knowledge of Language		
CC.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**CT.3.R.1** Phonics/Word Study: Use phonetic, structural, syntactical and contextual clues to read and understand words. **CT.3.R.4** Phonics/Word Study: Infer word meanings from roots, prefixes, and suffixes. **CT.3.R.5** Phonics/Word Study: Recognize automatically common regular and irregular words.	**1.1-2.A.h (3-5)** Check for correctness of speech and adjust language accordingly. **2.2-1.B.m (3-5)** Use formal language to negotiate and reach consensus. **2.2-1.C.j (3-5)** Adjust language, as appropriate, to audience, purpose and task.

GRADE 3		
CCSS	**CT Standard Match**	**ELL Framework Link**

	CT.3.R.8
	Phonics/Word Study: Explain common homophones, e.g., fair/fare or made/maid, and homographs, e.g., a lead weight vs. lead the way.
	
	CT.3.OL.3
	Listening: Paraphrase information that has been shared by others.
	
	CT.3.W.7
	Spelling: Spell words involving previously studied generalizations and word patterns, and words taught as part of the third-grade spelling curriculum.
	Examples:
	- vowel patterns, e.g., aw, ou, oy
	- affixes, e.g., un-, pre-, -ed
	- plurals rules, e.g., cat to cats,
	  glass to glasses, carry to carries
	- double consonant rules, e.g.,
	  bunny, hopping, hotter, hottest
	- common homophones, e.g., to,
	  two, too; there, their, they're
	
	CT.3.W.8
	Spelling: Use phonetic spelling for challenging words.
	
	CT.3.W.9
	Spelling: Recognize words that may be misspelled and make corrections.
		2:2-2.B.g (3-5)
		Attend to writing mechanics (capital letters, periods and question marks).
		
		2:2-2.B.k (3-5)
		Attend to writing mechanics (punctuation and spelling).

GRADE 3		
CCSS	**CT Standard Match**	**ELL Framework Link**
	CT.3.W.10 Capitalization/Punctuation/Usage: Capitalize person's title, e.g., President Smith vs. the president. **CT.3.W.11** Capitalization/Punctuation/Usage: Capitalize first word inside quotation marks. **CT.3.W.12** Capitalization/Punctuation/Usage: Capitalize all proper nouns. **CT.3.W.13** Capitalization/Punctuation/Usage: Write apostrophes to show possession. **CT.3.W.14** Capitalization/Punctuation/Usage: Use period after an abbreviation or initial, e.g., Dr. Georgia Scott, M.D. **CT.3.W.15** Capitalization/Punctuation/Usage: Use comma between city and state, e.g., Seattle, Washington. **CT.3.W.16** Capitalization/Punctuation/Usage: Use commas in a series, e.g., She bought red socks, white shoes, and a blue dress OR She bought red socks, white shoes and a blue dress.	

GRADE 3		
CCSS	CT Standard Match	ELL Framework Link
	CT.3.W.17 Capitalization/Punctuation/Usage: Use comma between the day of the month and the year, e.g., March 2, 2000. **CT.3.W.18** Capitalization/Punctuation/Usage: Use comma in compound sentences. **CT.3.W.19** Capitalization/Punctuation/Usage: Use quotation marks in dialogue. **CT.3.W.20** Capitalization/Punctuation/Usage: Use apostrophe in possessive nouns, e.g., the dog's house, the dogs' houses. **CT.3.W.21** Capitalization/Punctuation/Usage: Use correct pronoun as subject, e.g., I vs. me. **CT.3.W.22** Capitalization/Punctuation/Usage: Use consistent verb tense most of the time. **CT.3.W.23** Capitalization/Punctuation/Usage: Do not use double negatives or make common errors such as would of rather than would have; does not run sentences together or write accidental fragments.	

GRADE 3		
CCSS	**CT Standard Match**	**ELL Framework Link**
	CT.3.W.24 Capitalization/Punctuation/Usage: Use appropriate homonym, e.g., it's vs. its, your vs. you're, their vs. there vs. they're, to vs. two vs. too. **CT.3.W.25** Capitalization/Punctuation/Usage: Use paragraph conventions, e.g., designated by indentation or skipping lines between paragraphs. **CT.3.W.26** Capitalization/Punctuation/Usage: Use resources to find correct spelling for words identified as misspelled, e.g., word walls, student dictionaries. **CT.2.OL.5** Speaking: Stay on topic and supply relevant supporting details. **CT.3.OL.1** Listening: Recognize the difference between standard and nonstandard English. **CT.3.W.31** Writing Process: Edit: edit drafts for complete sentences, capitalization, punctuation and usage.	
CC.3.L.3.a Choose words and phrases for effect.*	**CT.3.W.30** Writing Process: Revise: revise a completed draft by rearranging words, phrases or sentences, provide supporting details, use correct sequence and fix run-on sentences and fragments.	**1:1-2.A.i (3-5)** Plan and experiment with variations of language in different settings.

GRADE 3		
CCSS	**CT Standard Match**	**ELL Framework Link**
CC.3.L.3.b Recognize and observe differences between the conventions of spoken and written standard English.	**CT.3.OL.6** Speaking: Present ideas with clarity, voice and fluency to communicate a message, e.g., present dramatic interpretations of experiences, stories, poems or plays.	**1:1-2.A.i (3-5)** Plan and experiment with variations of language in different settings. **3.3-1.A.g (3-5)** Observe and seek information about appropriate language use and behavior. **3.3-1.A.i (3-5)** Use acceptable emphasis and intonation. **3.3-1.A.n (3-5)** Recognize and apply the style of speech appropriate to a given situation.
Vocabulary Acquisition and Use		
CC.3.L.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.	**CT.3.R.1** Phonics/Word Study: Use phonetic, structural, syntactical and contextual clues to read and understand words. **CT.3.R.3** Phonics/Word Study: Use letter-sound correspondence, structural analysis and syllable patterns to decode multisyllable words. **CT.3.R.4** Phonics/Word Study: Infer word meanings from roots, prefixes, and suffixes.	**1:1-1.A.j (3-5)** Clarify and restate information as needed. **2.2-2.A.j (3-5)** Expand academic vocabulary. **2.2-2.A.w (3-5)** Go beyond the text to enhance meaning. **2.2-3.A.e (3-5)** Use self-monitoring and self-correcting strategies.

GRADE 3		
CCSS	**CT Standard Match**	**ELL Framework Link**
	CT.3.R.5 Phonics/Word Study: Recognize automatically common regular and irregular words. **CT.3.R.6** Phonics/Word Study: Analyze the meaning of words and phrases in context. **CT.3.R.7** Phonics/Word Study: Use context to accurately read words with more than one pronunciation, e.g., an object vs. to object. **CT.3.R.14** Fluency: Silently read longer, more complex texts.	
CC.3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	**CT.3.R.6** Phonics/Word Study: Analyze the meaning of words and phrases in context. **CT.3.R.7** Phonics/Word Study: Use context to accurately read words with more than one pronunciation, e.g., an object vs. to object	**2:2-1.C.g (3-5)** Recognize and use complex syntax. **2:2-3.B.f (3-5)** Use context to construct meaning.
CC.3.L.4.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).	**CT.3.R.2** Phonics/Word Study: Know sounds for a wide range of suffixes and prefixes, e.g., -able, -tion, -ment, ex-, re-. **CT.3.R.4** Phonics/Word Study: Infer word meanings from roots, prefixes, and suffixes.	**2.2-2.A.h (3-5)** Recognize common word parts. **2.2-3.B.u (3-5)** Use knowledge of common words parts to learn words and aid in comprehension.

GRADE 3		
CCSS	**CT Standard Match**	**ELL Framework Link**
CC.3.L.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	**CT.3.R.4** Phonics/Word Study: Infer word meanings from roots, prefixes, and suffixes.	**2.2-3.B.u (3-5)** Use knowledge of common words parts to learn words and aid in comprehension.
CC.3.L.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	**CT.3.R.15** Vocabulary: Use glossary, dictionary and thesaurus to find and confirm word meanings.	**2.2-3.C.m (3-5)** Use reference materials (dictionaries, thesauruses, grammar books). **2.2-2.C.c (3-5)** Use appropriate visual, print and auditory sources. **2.2-2.C.d (3-5)** Consult print and non-print resources in the native language when needed. **2.2-2.C.e (3-5)** Use available technology to gather information.
CC.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.	**CT.3.R.16** Vocabulary: Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.	**3.3-1.B.f (3-5)** Expand knowledge of idiomatic expressions. **3.3-1.B.c (3-5)** Use common idioms. **3.3-1.B.d (3-5)** Respond to humor in conversation and literature. **3.3-1.B.h (3-5)** Explain a joke or riddle.

GRADE 3		
CCSS	**CT Standard Match**	**ELL Framework Link**
CC.3.L.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	**CT.3.R.6** Phonics/Word Study: Analyze the meaning of words and phrases in context. **CT.3.R.16** Vocabulary: Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.	**2:2-2.A.c (3-5)** Develop vocabulary. **3.3-1.B.a (3-5)** Understand common idioms. **3.3-1.B.f (3-5)** Expand knowledge of idiomatic expressions.
CC.3.L.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	**CT.3.R.16** Vocabulary: Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.	**2:2-2.A.e (3-5)** Connect prior knowledge to new information. **2.2-3.B.i (3-5)** Make text-to-self, text-to-text and text-to-world connections. **2.2-3.B.b (3-5)** Make connections to prior knowledge.
CC.3.L.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).	**CT.3.R.11** High-Frequency Words: Read at least 600 high-frequency words, e.g., Dolch or Fry. **CT.3.R.17** Vocabulary: Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication. **CT.3.R.18** Vocabulary: Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.	**2.2-1.C.i (3-5)** Communicate clearly and precisely. **2.2-2.A.n (3-5)** Select and organize relevant information. **2.2-2.B.o (3-5)** Use linguistic transitional elements (first, next, than). **3.3-1.A.n (3-5)** Recognize and apply the style of speech appropriate to a given situation.

The following Connecticut standards are not matched to the CCSS and should not be addresses by instruction at this level.

CT.3.R.9 Phonics/Word Study: Identify pronoun referents in text.
CT.3.R.19 Reading Comprehension: Before Reading: Choose the appropriate text for a specific purpose.
CT.3.R.22 Reading Comprehension: During Reading: Make predictions and connections.
CT.3.R.24 Reading Comprehension: During Reading: Describe the mental imagery that occurs while reading.
CT.3.R.28 Reading Comprehension: During Reading: Make inferences based on explicit information in the text; provide justification for those inferences.
CT.3.R.34 Reading Comprehension: After Reading: Developing an Interpretation: Explain similarities and differences in a story.
CT.3.R.a Reading Comprehension: After Reading: Making Reader/Text Connections: Identify most surprising/interesting/important part of a text and explain why.
CT.3.R.44 Reading Reflection/Behaviors: Identify reading strengths and weaknesses with teacher assistance and select targets on which to work.
CT.3.W.27 Handwriting: Print and use cursive legibly, e.g., size, spacing, formation, uppercase and lowercase; and type when appropriate.