

Standards Correlated to **Building Vocabulary from Word Roots Level 3 12733**

New York State P-12 Common Core Learning Standards

Grade 3

Language Arts

STRAND /
DOMAIN

NY.CC.3.RF. Reading Standards: Foundational Skills

CATEGORY /
CLUSTER

Phonics and Word Recognition

STANDARD

3.RF.3.

Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION 3.RF.3.a.

Identify and know the meaning of the most common prefixes and derivational suffixes.

Correlated Lessons:

Pages: All; Objective 02: Students use phonetic and structural analysis techniques, syntactic structure, and semantic context to decode unknown words (e.g., vowel patterns, complex word families, syllabication, root words, affixes).

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CATEGORY /
CLUSTER

Fluency

STANDARD

3.RF.4.

Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION 3.RF.4.c.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Correlated Lessons:

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NY.CC.3.SL. Speaking and Listening Standards

CATEGORY /
CLUSTER

Presentation of Knowledge and Ideas

STANDARD

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.

Correlated Lessons:

Pages: All; Objective 04: Students use strategies to convey a clear main point when speaking (e.g., express ideas in a logical manner; use specific vocabulary to establish tone and present information).

Pages: All; Objective 04: Students use strategies to convey a clear main point when speaking (e.g., express ideas in a logical manner; use specific vocabulary to establish tone and present information).

Pages: All; Objective 06: Students make basic oral presentations to class (e.g., use subject-related information and vocabulary; include content appropriate to the audience; relate ideas and observations; incorporate visual aids or props).

Pages: All; Objective 06: Students make basic oral presentations to class (e.g., use subject-related information and vocabulary; include content appropriate to the audience; relate ideas and observations; incorporate visual aids or props; incorporate several sources of information).

STRAND /
DOMAIN

NY.CC.3.L. Language Standards

CATEGORY /
CLUSTER

Conventions of Standard English

STANDARD

3.L.2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 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).

Correlated Lessons:

Pages: All; Objective 01: Students use conventions of spelling in written compositions (e.g., spell high-frequency, commonly misspelled words from appropriate grade-level list; use a dictionary and other resources to spell words).

Pages: All; Objective 01: Students use conventions of spelling in written compositions (e.g., spell high-frequency, commonly misspelled words from appropriate grade-level list; use a dictionary and other resources to spell words; use initial consonant substitution to spell related words; use vowel combinations for correct spelling; use contractions, compounds, roots, suffixes, prefixes, and syllable constructions to spell words).

EXPECTATION 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.

Correlated Lessons:

Pages: All; Objective 01: Students use conventions of spelling in written compositions (e.g., spell high-frequency, commonly misspelled words from appropriate grade-level list; use a dictionary and other resources to spell words).

Pages: All; Objective 01: Students use conventions of spelling in written compositions (e.g., spell high-frequency, commonly misspelled words from appropriate grade-level list; use a dictionary and other resources to spell words; use initial consonant substitution to spell related words; use vowel combinations for correct spelling; use contractions, compounds, roots, suffixes, prefixes, and syllable constructions to spell words).

CATEGORY /
CLUSTER

Knowledge of Language

STANDARD 3.L.3.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION 3.L.3.a.

Choose words and phrases for effect.

Correlated Lessons:

Pages: All; Objective 05: Students use level-appropriate vocabulary in speech (e.g., familiar idioms, similes, word play).

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Pages: All; Objective 06: Students make basic oral presentations to class (e.g., use subject-related information and vocabulary; include content appropriate to the audience; relate ideas and observations; incorporate visual aids or props).

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Vocabulary Acquisition and Use

CATEGORY /
CLUSTER

STANDARD 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.

EXPECTATION 3.L.4.a.

Use sentence-level context as a clue to the meaning of a word or phrase.

Correlated Lessons:

Pages: All; Objective 02: Students use phonetic and structural analysis techniques, syntactic structure, and semantic context to decode unknown words (e.g., vowel patterns, complex word families, syllabication, root words, affixes).

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EXPECTATION 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).

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EXPECTATION 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).

Correlated Lessons:

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STANDARD 3.L.5.

Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION 3.L.5.b.

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

Correlated Lessons:

Pages: All; Objective 03: Students understand level-appropriate reading vocabulary (e.g., synonyms, antonyms, homophones, multi-meaning words).

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STANDARD

3.L.6.

appropriate reading vocabulary (e.g., synonyms, antonyms, homophones, multi-meaning words).

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).

Correlated Lessons:

Pages: All; Objective 03: Students understand level-appropriate reading vocabulary (e.g., synonyms, antonyms, homophones, multi-meaning words).

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Pages: All; Objective 05: Students use level-appropriate vocabulary in speech (e.g., familiar idioms, similes, word play).

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