

Standards Correlated to **TIME FOR KIDS® Nonfiction Readers: Fluent 15352**

New York State P-12 Common Core Learning Standards

Grade 3

Language Arts

STRAND / DOMAIN NY.CC.3.RI. Reading Standards for Informational Text

CATEGORY /
CLUSTER

Key Ideas and Details

STANDARD

3.RI.1.

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Correlated Lessons:

Lesson 11; Lesson 13; Page 121; 137: Language Arts Objective 6: Students ask questions in class (when he or she is confused, to seek others' opinions and comments)

Lesson 4; Lesson 13 Page 65; 137: Objective 1: Students monitor own reading strategies and make modifications as needed (recognizes when confused by a section of text, questions whether the text makes sense)

Lesson 5; Lesson 10; Lesson 14; Page 73; 113;145: Objective 2: Students establish a purpose for reading (for information, for pleasure, to understand a specific viewpoint)

STANDARD

3.RI.2.

Determine the main idea of a text; recount the key details and explain how they support the main idea.

Correlated Lessons:

Lesson 1; Lesson 7; Lesson 14: Page 41; 89; 145: Objective 11: Students summarize and paraphrase information in text (included the main idea and significant supporting details of a reading selection)

Lesson 2; Lesson 8; Lesson 15 Page 49; 97; 153; Page

49; 97; 153: Objective 7: Students use text organizers (heading, topic and summary sentences, graphic features, typeface, chapter titles) to determine main idea and locate information

CATEGORY /
CLUSTER

Craft and Structure

STANDARD

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.

Correlated Lessons:

All lessons: Page 41–160: Objective 12: Students understand level-appropriate sight words and vocabulary (words for persons, places, things, actions, and feelings; words that appeal to the senses; high frequency words)

Lesson 5; Lesson 6; Lesson 9; Lesson 15; Page 73; 81; 105; 153: Objective 5: Students make, confirm, revise simple predictions about a text (uses prior knowledge, ideas presented in text, illustrations, titles, topic sentences, key words)

STANDARD

3.RI.5.

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Correlated Lessons:

Lesson 12; Page 129: Objective 4: Students preview text (skim material; uses pictures, textural clues, and text format)

Lesson 2; Lesson 8; Lesson 15 Page 49; 97; 153; Page 49; 97; 153: Objective 7: Students use text organizers (heading, topic and summary sentences, graphic features, typeface, chapter titles) to determine main idea and locate information

CATEGORY /

Integration of Knowledge and Ideas

CLUSTER

STANDARD

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).

Correlated Lessons:

Lesson 5; Lesson 6; Lesson 9; Lesson 15; Page 73; 81; 105; 153: Objective 5: Students make, confirm, revise simple predictions about a text (uses prior knowledge, ideas presented in text, illustrations, titles, topic sentences, key words)

STANDARD

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).

Correlated Lessons:

Lesson 12; Page 129: Objective 4: Students preview text (skim material; uses pictures, textural clues, and text format)

Lesson 3; Lesson 8; Lesson 9; Lesson 10; Page 57; 97; 105; 113: Language Arts Objective 9: Students understand structural patterns, organization in informational texts (chronological, logical, sequential order; compare and contrast; cause and effect)

CATEGORY /
CLUSTER

Range of Reading and Level of Text Complexity

STANDARD

3.RI.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.

Correlated Lessons:

Lesson 4; Lesson 7: Page 65; 89: Language Arts Objective 10: Students use mental images based on pictures and print to aid in comprehension of text

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.d. Read grade-appropriate irregularly spelled words.

Correlated Lessons:

All lessons: Page 41–160: Objective 12: Students understand level-appropriate sight words and vocabulary (words for persons, places, things, actions, and feelings; words that appeal to the senses; high frequency words)

CATEGORY / CLUSTER Fluency

STANDARD 3.RF.4. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION 3.RF.4.a. Read on-level text with purpose and understanding.

Correlated Lessons:

Lesson 4; Lesson 7: Page 65; 89: Language Arts Objective 10: Students use mental images based on pictures and print to aid in comprehension of text

Lesson 5; Lesson 10; Lesson 14; Page 73; 113;145: Objective 2: Students establish a purpose for reading (for information, for pleasure, to understand a specific viewpoint)

STRAND / DOMAIN NY.CC.3.SL. Speaking and Listening Standards

CATEGORY / CLUSTER Comprehension and Collaboration

STANDARD 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.

Correlated Lessons:

Lesson 1; Lesson 7; Lesson 14: Page 41; 89; 145:

Objective 11: Students summarize and paraphrase information in text (included the main idea and significant supporting details of a reading selection)

Lesson 2; Lesson 8; Lesson 15 Page 49; 97; 153; Page 49; 97; 153: Objective 7: Students use text organizers (heading, topic and summary sentences, graphic features, typeface, chapter titles) to determine main idea and locate information

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:

Lesson 13; Page 137: Objective 40: Students know how different media, techniques, and processes are used to communicate ideas, experiences, and stories

STRAND / DOMAIN NY.CC.3.L.

Language Standards

CATEGORY /
CLUSTER

Conventions of Standard English

STANDARD

3.L.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION 3.L.1.a.

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Correlated Lessons:

All lessons: Page 41–160: Objective 12: Students understand level-appropriate sight words and vocabulary (words for persons, places, things, actions, and feelings; words that appeal to the senses; high frequency words)

EXPECTATION 3.L.1.d.

Form and use regular and irregular verbs.

Correlated Lessons:

All lessons: Page 41–160: Objective 12: Students understand level-appropriate sight words and vocabulary (words for persons, places, things, actions, and feelings; words that appeal to the senses; high frequency words)

CATEGORY /
CLUSTER

Vocabulary Acquisition and Use

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.d.

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Correlated Lessons:

Lesson 1; Lesson 2; Lesson 11; Lesson 12; Page 41; 49; 121; 129: Objective 8: Students use various parts of a book (index, table of contents, glossary, appendix, preface) to locate information

STANDARD

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).

Correlated Lessons:

All lessons: Page 41–160: Objective 12: Students understand level-appropriate sight words and vocabulary (words for persons, places, things, actions, and feelings; words that appeal to the senses; high frequency words)

Lesson 5; Lesson 6; Lesson 9; Lesson 15; Page 73; 81; 105; 153: Objective 5: Students make, confirm, revise simple predictions about a text (uses prior knowledge, ideas presented in text, illustrations, titles, topic



sentences, key words)