



Standards Correlated to **TIME FOR KIDS® Nonfiction Readers: Fluent Plus 15371**

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

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 5; Lesson 11: Page 41; 73; 121:
Language Arts Objective 11: Students summarize and paraphrase information in text (included the main idea and significant supporting details of a reading selection)**

**Lesson 6; Lesson 9; Lesosn 14; Page 81; 105; 145:
Objective 7: Students use text organizers (heading, topic and summary sentences, graphic features, typeface, chapter titles) to determine the main idea(s) and to 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 41–153: 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)

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 2; Lesson 5; Page 41; 49; 73: Objective 8: Students use various parts of a book (index, table of contents, glossary, appendix, preface) to locate information

Lesson 6; Lesson 9; Lesson 14; Page 81; 105; 145: Objective 7: Students use text organizers (heading, topic and summary sentences, graphic features, typeface, chapter titles) to determine the main idea(s) and to locate information

CATEGORY /
CLUSTER

Integration of Knowledge and Ideas

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 4; Lesson 13: Page 65; 137: Objective 10: Students use mental images based on pictures and print to aid in comprehension of text

Lesson 6; Lesson 10; Lesson 14; Page 81; 113; 145: Objective 5: Students make, confirm, and revise simple predictions about a text (use prior knowledge

and ideas presented in text, illustrations, titles, topic sentences, foreshadowing)

Lesson 8; Lesson 12; Page 97; 129: Objective 4: Students preview text (skim material; uses pictures, textural clues, and text format)

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; Lesson 15; Page 129; 153: Objective 9: Students understand structural patterns or organization in informational texts (chronological, logical, sequential order; compare and contrast; cause and effect; proposition and support)

Lesson 4; Lesson 7; Page 65; 89: Objective 9: Students understand structural patterns or organization in informational texts (chronological, logical, sequential order; compare and contrast; cause and effect; proposition and support)

Lesson 8; Lesson 12; Page 97; 129: Objective 4: Students preview text (skim material; uses pictures, textural clues, and text format)

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 41–153: 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 3; Lesson 7; Lesson 13; Page 57; 89; 137:

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.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.

EXPECTATION 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.

Correlated Lessons:

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

EXPECTATION 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).

Correlated Lessons:

Lesson 11; Lesson 13; Page 121; 137: Objective 6: Students ask questions in class (when he or she is

confused , to seek others' opinions and comments)

EXPECTATION 3.SL.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Correlated Lessons:

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

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 5; Lesson 11: Page 41; 73; 121: Language Arts Objective 11: Students summarize and paraphrase information in text (included the main idea and significant supporting details of a reading selection)

Lesson 6; Lesson 9; Lesson 14; Page 81; 105; 145: Objective 7: Students use text organizers (heading, topic and summary sentences, graphic features, typeface, chapter titles) to determine the main idea(s) and to locate information

STANDARD 3.SL.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Correlated Lessons:

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

STRAND / DOMAIN NY.CC.3.L. Language Standards
CATEGORY / Vocabulary Acquisition and Use
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.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 2; Lesson 5; Page 41; 49; 73: 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 41–153: 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)