

Third Grade Alignment of USOE English Language Arts Core to Common Core

There are two comparisons in this document. One compares the Common Core to the Utah Core, and the other compares the Utah Core to the Common Core. This provides a search function for each way of comparing.

Abbreviations Used

UC Utah Core

Std Standard
Obj Objective
Ind Indicator

Example

562a = 5th Grade, Standard 6, Objective 2, Indicator a = Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesauruses).

CC Common Core

RL Reading Standards for Literature
RI Reading Standards for Informational Text
RF Reading Standards: Foundational Skills
W Writing Standards
SL Speaking and Listening
L Language Standards

RH Reading Standards for Literacy in History/Social Studies 6-12

RST Reading Standards for Literacy in Science and Technical Subjects 6-12

WHST Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Example

3W3c = Third Grade, Writing Strand, Standard 3, c = Use temporal words and phrases to signal event order.

Utah Core to Common Core English Language Arts Alignment							THIRD GRADE
Utah Core		Common Core					
		Location(s) in Common Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Std 1	Oral Language						
Obj 1	Develop Language through listening and speaking.	SL1		X			CC focuses on collaborative listening and conversations.
	a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).	3SL1			X		
	b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize).	3SL1 3SL1b 3SL3			X		
	c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).	3SL1d 3SL5		X			
	d. Speak in complete sentences with appropriate subject-verb agreement.	3SL6	X				
Obj 2	Develop language through viewing media and presenting.	SL1					
	a. Identify specific purpose(s) for viewing media (i.e., identify main idea and details, gain information, distinguish between fiction/non-fiction, distinguish between fact/opinion, form an opinion).	3SL2		X			
	b. Use a variety of formats (e.g., drama, sharing of books, personal writings, choral readings, informational reports) in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers).	3SL4		X			Implied in the Common Core
Std 2	Concepts of Print						
Obj 1	Demonstrate an understanding that print carries "the" message.	3RL1 3RL2 3RL7	X				
Obj 2	Demonstrate knowledge of elements of print within a text.	3RL3 3RL2	X				
Std 3	Standard 3 Phonological and Phonemic Awareness						
Obj 1	Demonstrate phonological awareness.	3RF2	X				
Obj 2	Recognize like and unlike word parts (oddity tasks).					X	
Obj 3	Orally blend word parts (blending).					X	

Obj 4	Orally segment words into word parts (segmenting).	3RFb		X			
Obj 5	Orally manipulate phonemes in words and syllables (manipulation)	3RFc			X		
Std 4	Standard 4 Phonics and Spelling						
Obj 1	Demonstrate an understanding of the relationship between letters and sounds.					X	Found in Kindergarten core
Obj 2	Use knowledge of structural analysis to decode words.	3RF4			X		
Obj 3	Spell words correctly.						
	a. Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.	3RF3a,b, & c			X		Prefix, suffix, Latin suffix, multi-syllabic
	b. Spell correctly grade level compound words, words with plural endings, and common phonograms.	3RF3c			X		Multi-syllabic
	c. Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., friend, square, special).					X	
	d. Learn the spellings of irregular and difficult words (e.g., electric, planet, trapper, rectangle).	3RF3d	X				
Obj 4	Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).						
	a. Use knowledge about spelling to predict the spelling of new words.					X	
	b. Visualize words while writing.	3RF3c			X		Not stated exactly
	c. Associate the spelling of new words with that of known words and word patterns.	3RF3c			X		Not stated exactly
	d. Use spelling generalities to assist spelling of new words (e.g., doubling of consonants, "le" endings, adding suffixes).	3RF3c			X		
Std 5	Standard 5 Fluency						
Obj 1	Read aloud grade level text with appropriate speed and accuracy.	3RF4		X			Accuracy and Fluency
	a. Read aloud grade level text at a rate of approximately 100 wpm.					X	Purpose and understanding
	b. Read aloud grade level text with an accuracy rate of 95-100%.					X	Purpose and understanding
Obj 2	Read aloud grade level text effortlessly with clarity.	3RF4c			X		More explicit on Common Core
	a. Read aloud grade level text in meaningful phrases using intonation, expression, and punctuation cues.	3RF4b			X		Different wording
	b. Read aloud with automaticity 300 third grade high-frequency/sight words.					X	

Std 6 Standard 6 Vocabulary							
Obj 1	Learn new words through listening and reading widely.						
	a. Use new vocabulary learned by listening, reading, and discussing a variety of genres.	3L4			X		Strategies versus genres
	b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).	3L4			X		Context clues, not curriculum
Obj 2	Use multiple resources to learn new words by relating them to known words and/or concepts.	3L4a		X			
	a. Use multiple resources to determine the meanings of unknown words (e.g., simple dictionaries, glossaries, beginning thesauruses).	3L4d		X			No thesaurus
	b. Relate unfamiliar words and concepts to prior knowledge to increase vocabulary (e.g., rotation: planets, spinner, taking turns).	3L4c		X			
Obj 3	Use structural analysis and context clues to determine meanings of words.	3Lc		X			Functions and comprehend
	a. Identify meanings of words using prefixes and suffixes.	3L4b		X			Affixes
	b. Use context to determine meanings of unknown key words (e.g., The <u>ferocious</u> dog growled at the children.).	3L4a 3L5a		X		X	
	c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., blue, blew), and multiple-meaning words (e.g., light).	3L5c		X			Shades of Meaning
Std 7 Standard 7 Comprehension							
Obj 1	Identify purposes of text.						
	a. Identify purpose for reading.	3RL6 3RI6		X			
	b. Identify author's purpose.	3RL6 3RI6		X			
Obj 2	Apply strategies to comprehend text.						
	a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).	3RL9			X		
	b. Generate questions about text (e.g., factual, inferential, evaluative).	3RL1 3RI1	X X				
	c. Form mental pictures to aid understanding of text.					X	
	d. Make and confirm predictions while reading using title, picture clues, text, and/or prior knowledge.	3RL7			X		
	e. Make inferences and draw conclusions from text.	3RL4			X		
	f. Identify topic/main idea from text; note details.	3RL2	X				

	g. Summarize important ideas/events; summarize supporting details in sequence.	3RL5 3RI2 3RI3	X	X		X	
	h. Monitor and clarify understanding, applying fix-up strategies while interacting with text.					X	
	i. Compile information from text.					X	
Obj 3	Recognize and use features of narrative and informational text.	3RL5			X		
	a. Identify characters, setting, sequence of events, problem/ resolution.	3RL3		X			
	b. Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction.					X	
	c. Identify information from pictures, captions, diagrams, charts, graphs, tables of contents, indexes, and glossaries.	3RI7 3RI5		X	X		
	d. Identify different structures in text (e.g., problem/solution, compare/contrast).	3RL9 3RI3 3RI9	X		X		
	e. Locate facts from a variety of informational texts (e.g., newspapers, magazines, books, other resources).	3RI5			X		
Std 8	Standard 8 Writing						
Obj 1	Prepare to write by gathering and organizing information and ideas (pre-writing).	3W5			X		Writing Process, planning to write
	a. Generate ideas for writing by reading, discussing literature and informational text, and reflecting on personal experiences.	3W8			X		Utah Core is writing process. CC is text types and purposes.
	b. Select and narrow a topic from generated ideas.	3W5			X		Revising
	c. Identify audience, purpose, and form for writing.	3W5			X		Implied in CC for text types and purposes
	d. Use a variety of graphic organizers to organize information.	3W4			X		
Obj 2	Compose a written draft.	3W5			X		Writing Process
	a. Draft ideas on paper in an organized manner utilizing words and sentences (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).	3W4			X		
	b. Use voice to fit the purpose and audience.					X	
	c. Use strong verbs and vivid language.					X	
	d. Identify and use effective leads and strong endings.	3W1d, 2d, 3d			X		CC didn't address effective leads
Obj 3	Revise by elaborating and clarifying a written draft.	3W5			X		
	a. Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.	3W5			X		

	b. Enhance fluency by using a variety of complete sentences (i.e., varied sentence length, simple and complex sentences).	3W5			X		
	c. Revise writing, considering the suggestions of others.	3W5			X		
Obj 4	Edit written draft for conventions.	3W5			X		Writing Process
	a. Edit writing for correct capitalization and punctuation (i.e., capitals in holidays, titles, dates, greetings and closings of letters, personal titles, contractions, abbreviations).	3W5			X		These may all be under language in the CC.
	b. Edit for spelling of grade level-appropriate words.	3W5			X		
	c. Edit for standard grammar (e.g., subject-verb agreement, verb tense, comparatives, superlatives, pronouns).	3W5			X		
	d. Edit for appropriate formatting features (e.g., margins, indentations, titles).	3W5			X		
Obj 5	Use fluent and legible handwriting to communicate.					X	
	a. Write using upper- and lower-case cursive letters using proper form, proportions, and spacing.					X	
	b. Develop fluency with cursive handwriting.					X	
	c. Produce legible documents with cursive handwriting.					X	
Obj 6	Write in different forms and genres.						
	a. Produce personal writing (e.g., journals, friendly notes and letters, personal experiences, family stories, literature responses).	3W3		X			
	b. Produce traditional and imaginative stories, narrative and formula poetry.	3W3		X			
	c. Produce informational text (e.g., explanation of a complex process, math/journals, observations, content area reports, summaries).	3W2		X			
	d. Produce writing to persuade (e.g., expressing opinions with supporting data).	3W1		X			
	e. Produce functional texts (e.g., newspaper and newsletter articles).	3W2		X			
	f. Share writing with others using illustrations, graphs, and/or charts to add meaning.	3W6		X			CC is technology specific
	g. Publish 4-6 individual products.	3W6			X		CC promotes various time frames rather than specific products.

Common Core to Utah English Language Arts Core Alignment							THIRD GRADE
Common Core		Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Reading Standards: Literature K-5							
Key Ideas and Details							
RL1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.						
3RL1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	321 372b	X X				
RL2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.						
3RL2	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.	322 321	X	X			Materials Needed: Fables, folktales, and myths from a variety of cultures.
RL3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.						
3RL3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	321 322 373a		X X X			Materials needed: Graphic organizers for sequencing and story mapping.
Craft and Structure							
RL4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.						
3RL4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	372e			X		Materials needed: Lists of idioms, metaphors, similes, and other nonliteral language phrases.
RL5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions or the text (e.g., a section, chapter, scene, or stanza) relate to each other and to the whole.						
3RL5	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.	372g 373		X X			
RL6	Assess how point of view or purpose shapes the content and style of text.						
3RL6	Distinguish their own point of view from that of the narrator or those of the characters.	371a 371b		X X			Materials needed: T-chart, response journals.

Integration of Knowledge and Ideas							
RL7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.						
3RL7	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).	372d 373c			X X		
RL8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.						
3RL8	(Not applicable to literature)						
RL9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.						
3RL9	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).	372a 373d		X	X		Materials Needed: Books by the same author, compare/contrast graphic organizers.
Range of Reading and Level of Text Complexity							
RL10	Read and comprehend complex literary and informational texts independently and proficiently.						
3RL10	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.				X		

Common Core to Utah English Language Arts Core Alignment **THIRD GRADE**

Common Core		Utah Core					Notes
	Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match		

Reading Standards: Informational Text K-5

Key Ideas and Details

RI1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.					
3RI1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	321 372b	X X			
RI2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.					
3RI2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	373e 372f		X	X	Materials needed: Graphic organizers
RI3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.					
3RI3	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.	322			X	Materials needed: Graphic organizers (sequence, time lines, cause/effect)

Craft and Structure

RI4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.					
3RI4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	361a,b 362a,b		X		Materials needed: Grade-level lists of vocabulary
RI5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions or the text (e.g., a section, chapter, scene, or stanza) relate to each other and to the whole.					
3RI5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	373c 373e	X	X		Materials needed: computers
RI6	Assess how point of view or purpose shapes the content and style of text.					
3RI6	Distinguish their own point of view from that of the author of a text.	371a 371b		X X		

Integration of Knowledge and Ideas							
RI7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.						
3RI7	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).	321 373c		X	X		Materials needed: informational books
RI8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.						
3RI8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).					X	Materials Needed: books that show these text structures for examples.
RI9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.						
3RI9	Compare and contrast the most important points and key details presented in two texts on the same topic.	373d			X		Materials needed: graphic organizer
Range of Reading and Level of Text Complexity							
RI10	Read and comprehend complex literary and informational texts independently and proficiently.						
3RI10	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.	372			X		

Common Core to Utah English Language Arts Core Alignment							THIRD GRADE
Common Core		Utah Core					
		Location(s) in Utah Core	Complete Match	Strong Partial Match	Weak Partial Match	No Match	Notes
Reading Standards: Foundational Skills							
RF1	Print Concepts - Demonstrate understanding of the organization and basic features of print.						
	(None in 3 rd Grade.)					X	Mastered by 3 rd grade.
RF2	Phonological Awareness - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).						
	(None in 3 rd Grade.)					X	Mastered by 3 rd grade.
RF3	Phonics and Word Recognition - Know and apply grade-level phonics and word analysis skills in decoding words.						
3RFa	Identify and know the meaning of the most common prefixes and derivational suffixes.	342 344c			X		Structural analysis and word patterns Materials needed: 3 rd grade level list of prefixes and suffixes
3RFb	Decode words with common Latin suffixes.					X	Materials needed: List of Latin suffixes
3RFc	Decode multisyllable words.	343a			X		Syllabication Materials needed: syllabication activities
3RFd	Read grade-appropriate irregularly spelled words.	343d	X				Materials needed: 3 rd grade list of irregularly spelled words.
RF4	Fluency – Read with sufficient accuracy and fluency to support comprehension.						
3RFa	Read on-level text with purpose and understanding.	351		X			Different wording
3RFb	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	352a		X			Lot added.
3RFc	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	352			X		Effortlessly with clarity.

Common Core to Utah English Language Arts Core Alignment							THIRD GRADE
Common Core		Utah Core					
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Writing Standards							
Text Types and Purposes							
W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.						
3W1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	386d		X			Materials needed: Variety of good writing samples (more than what's in the appendix)
3W1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	382a			X		
3W1b	Provide reasons that support the opinion.	386d			X		
3W1c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.					X	Materials needed: List of 3 rd grade linking words and phrases.
3W1d	Provide a concluding statement or section.	386d			X		
W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.						
3W2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	386c			X		Materials needed: informational texts, strategies for teaching informative/informational texts.
3W2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	382a			X		
3W2b	Develop the topic with facts, definitions, and details.	386c			X		
3W2c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.					X	Materials needed: List of 3 rd grade linking words and phrases
3W2d	Provide a concluding statement or section.	382d			X		
W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.						
3W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	386b			X		
3W3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	382a			X		
3W3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	386b			X		

3W3c	Use temporal words and phrases to signal event order.					X	Materials needed: List of 3 rd grade level temporal words and phrases
3W3d	Provide a sense of closure.	382d				X	
Production and Distribution of Writing							
W4	Produce clear and coherent writing I which the development, organization, and style are appropriate to task, purpose, and audience.						
3W4	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.)	381d 382a				X X	
W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.						
3W5	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.)	381 382 383 384				X X X X	
W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.						
3W6	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.	386F 386G				X	Publish and share Materials Needed: Keyboards
Research to Build and Present Knowledge							
W7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.						
3W7	Conduct short research projects that build knowledge about a topic.	386c				X	
W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.						
3W8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.					X	Materials needed: List of appropriate websites, graphic organizer
W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.						
	(Begins in grade 4)					X	
Range of Writing							
W10	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 tasks, purposes, and audiences.						
3W10	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.					X	Materials needed: List of possible text types (journals, reading response, etc.)

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Common Core		Utah Core					
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Speaking and Listening Standards							
Comprehension and Collaboration							
SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.						
3SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.					X	Utah Core geared toward student and teacher presentations rather than collaborative discussions.
3SL1a	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.					X	
3SL1b	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).	311b			X		Utah Core is more teacher led.
3SL1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.					X	
3SL1d	Explain their own ideas and understanding in light of the discussion.	311c			X		CC focuses on content and Utah Core focuses on delivery.
SL2							
3SL2	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.	312a		X			
SL3							
3SL3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	311b			X		

Presentation of Knowledge and Ideas							
SL4							
3SL4	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.	312b 311c		X			
SL5							
3SL5	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.	311c 312b		X			
SL6							
3SL6	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.)	311d	X				Specific conventions are outlined in the CC.

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Common Core		Utah Core					
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Language Standards							
Conventions of Standard English							
L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
3L1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.					X	Possibly in 2 nd grade?
3L1b	Form and use regular and irregular plural nouns.	384c			X		Subject/verb comparatives
3L1c	Use abstract nouns (e.g., <i>childhood</i>).					X	
3L1d	Form and use regular and irregular verbs.	384c		X			Verb tense subject/verb agreement
3L1e	Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	384c		X			
3L1f	Ensure subject-verb and pronoun-antecedent agreement.*	384c		X			Antecedent agreement.
3L1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	384c		X			
3L1h	Use coordinating and subordinating conjunctions.					X	
3L1i	Produce simple, compound, and complex sentences.	383b	X				Compound not mentioned.
L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
3L2a	Capitalize appropriate words in titles.	384a	X				
3L2b	Use commas in addresses.	384a			X		Punctuation is not comma specific.
3L2c	Use commas and quotation marks in dialogue.	384a			X		No dialogue
3L2d	Form and use possessives.					X	
3L2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	343a 343d		X X			
3L2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	343b		X			
3L2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	362a			X		No thesaurus or glossary

Knowledge of Language							
L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.						
3L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.					X	Implied in CC
3L3a	Choose words and phrases for effect.*					X	
3L3b	Recognize and observe differences between the conventions of spoken and written standard English.					X	
Vocabulary Acquisition and Use							
L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.						
3L4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	363b			X		Strategies vs. genres
3L4a	Use sentence-level context as a clue to the meaning of a word or phrase.	363b		X			
3L4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).	363a	X				Affixes
3L4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).	362b		X			Multiple resources
3L4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	362a		X			No thesaurus
L5	Demonstrate understanding of word relationships and nuances in word meanings.						
3L5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	363c			X		Multiple-meaning words
3L5b	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).					X	
3L5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).	363c	X				
L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.						
3L6	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., <i>After dinner that night we went looking for them</i>).	361a,b		X			Different wording