

Third Grade

Common Core State Standards for Literacy



Broward County Public Schools

Office of Instruction and Interventions

Department of Literacy

Benchmark#	Grade	Strand	Description	Cluster	Subject	Cognitive Complexity Rating
LACC.3.L.1.1	3	Language Standards	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 	Conventions of Standard English	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.3.L.1.2	3	Language Standards	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. 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>). f. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check 	Conventions of Standard English	CCSS: English Language Arts	Level 1: Recall

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			and correct spellings.			
LACC.3.L.2.3	3	Language Standards	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English. 	Knowledge of Language	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.3.L.3.4	3	Language Standards	<p>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.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. 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>). c. 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>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	Vocabulary Acquisition and Use	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.3.L.3.5	3	Language Standards	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind 	Vocabulary Acquisition and Use	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning

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			or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).			
LACC.3.L.3.6	3	Language Standards	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>).	Vocabulary Acquisition and Use	CCSS: English Language Arts	Level 1: Recall
LACC.3.RF.3.3	3	Reading Standards: Foundational Skills (K-5)	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words. 	Phonics and Word Recognition	CCSS: English Language Arts	Level 1: Recall
LACC.3.RF.4.4	3	Reading Standards: Foundational Skills (K-5)	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	Fluency	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.3.RI.1.1	3	Reading Standards for Informational Text	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Key Ideas and Details	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.3.RI.1.2	3	Reading Standards for Informational Text	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Key Ideas and Details	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.3.RI.1.3	3	Reading	Describe the relationship between a series of historical events, scientific ideas or	Key Ideas and	CCSS: English	Level 3: Strategic

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		Standards for Informational Text	concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Details	Language Arts	Thinking & Complex Reasoning
LACC.3.RI.2.4	3	Reading Standards for Informational Text	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Craft and Structure	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.3.RI.2.5	3	Reading Standards for Informational Text	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Craft and Structure	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.3.RI.2.6	3	Reading Standards for Informational Text	Distinguish their own point of view from that of the author of a text.	Craft and Structure	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.3.RI.3.7	3	Reading Standards for Informational Text	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).	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.3.RI.3.8	3	Reading Standards for Informational Text	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.3.RI.3.9	3	Reading Standards for Informational Text	Compare and contrast the most important points and key details presented in two texts on the same topic.	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.3.RI.4.10	3	Reading Standards for Informational Text	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.	Range of Reading and Level of Text	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts

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		Text		Complexity		
LACC.3.RL.1.1	3	Reading Standards for Literature	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Key Ideas and Details	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.3.RL.1.2	3	Reading Standards for Literature	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.	Key Ideas and Details	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.3.RL.1.3	3	Reading Standards for Literature	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Key Ideas and Details	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.3.RL.2.4	3	Reading Standards for Literature	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Craft and Structure	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.3.RL.2.5	3	Reading Standards for Literature	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.	Craft and Structure	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.3.RL.2.6	3	Reading Standards for Literature	Distinguish their own point of view from that of the narrator or those of the characters.	Craft and Structure	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.3.RL.3.7	3	Reading Standards for Literature	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).	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.3.RL.3.9	3	Reading Standards for Literature	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).	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.3.RL.4.10	3	Reading Standards for Literature	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.	Range of Reading and Level of Text Complexity	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts

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LACC.3.SL.1.1	3	Standards for Speaking and Listening	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> 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. 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. 	Comprehension and Collaboration	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.3.SL.1.2	3	Standards for Speaking and Listening	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.	Comprehension and Collaboration	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.3.SL.1.3	3	Standards for Speaking and Listening	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Comprehension and Collaboration	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.3.SL.2.4	3	Standards for Speaking and Listening	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.	Presentation of Knowledge and Ideas	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.3.SL.2.5	3	Standards for Speaking and Listening	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.	Presentation of Knowledge and Ideas	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.3.SL.2.6	3	Standards for Speaking and Listening	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Presentation of Knowledge and Ideas	CCSS: English Language Arts	Level 1: Recall
LACC.3.W.1.1	3	Writing	Write opinion pieces on topics or texts, supporting a point of view with reasons.	Text Types and	CCSS: English	Level 2: Basic

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		Standards	<ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. 	Purposes	Language Arts	Application of Skills & Concepts
LACC.3.W.1.2	3	Writing Standards	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. 	Text Types and Purposes	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.3.W.1.3	3	Writing Standards	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 	Text Types and Purposes	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.3.W.2.4	3	Writing Standards	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for	Production and Distribution of	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex

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			writing types are defined in standards 1–3 above.)	Writing		Reasoning
LACC.3.W.2.5	3	Writing Standards	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Production and Distribution of Writing	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.3.W.2.6	3	Writing Standards	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.	Production and Distribution of Writing	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.3.W.3.7	3	Writing Standards	Conduct short research projects that build knowledge about a topic.	Research to Build and Present Knowledge	CCSS: English Language Arts	Level 4: Extended Thinking & Complex Reasoning
LACC.3.W.3.8	3	Writing Standards	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Research to Build and Present Knowledge	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.3.W.4.10	3	Writing Standards	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.	Range of Writing	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning