

## 3<sup>rd</sup> Grade

### English/Language Arts Alignment—Common Core State Standards and CT Frameworks

NOTE: Standards shown in blue are bridging standards between CT Frameworks and CCSS.

CCSS Standards	CT Frameworks Grade Level Expectations
<b>Reading Strands: Reading for Literature</b>	
CC.3.R.L.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.	CT.3.R.23: Ask and answer questions, basing responses on textual evidence.
CC.3.R.L.2: 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.	CT.3.R.33: State the theme in literary text.
	CT.3.R.39: Recognize values, ethics and beliefs included in a text and how they are conveyed through key details.
	CT.3.R.40: Select, synthesize and use relevant information from a text to include in an extension or response to the text.
	CT.3.R.42: Discuss the culture and/or traditions described in a piece of literature and explain how they are similar or different from those of the reader.
CC.3.R.L.3: Describe characters in a story and explain how their actions contribute to the sequence of events.	CT.3.R.43: Listen to, read and discuss a variety of literature representing different perspectives of family friendship, culture and tradition.
	CT.3.R.29: Describe characters' physical and personality traits, motivations and feelings.
	CT.3.R.31: Describe the conflict faced by a character in a story, and explain how a character's actions contribute to the sequence of events.
CC.3.R.L.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	CT.3.R.35: Draw conclusions based on implicit or explicit evidence from text; use these conclusions to develop own point of view.
	CT.3.R.16: Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.
	CT.3.R.41: Identify the author's use of literary devices.
CC.3.R.L.5: 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.	--Distinguish literal meaning of words and phrases from non-literal.
	--Refer to specific passages of text when writing or speaking about stories, dramas and poems. --Use appropriate terminology to identify parts of stories, dramas and poems (e.g., chapter, scene, stanza).

	--Describe how successive parts of stories, dramas and poems build on earlier sections.
CC.3.R.L.6: Distinguish their own point of view from that of the narrator or those of the characters.	CT.3.R.26: Explain first-, second- and third-person point of view.
	CT.3.R.35: Draw conclusions based on implicit or explicit evidence from text; use these conclusions to develop own point of view.
	CT.3.R.36: Decide an author's purpose for including particular information in text.
CC.3.R.L.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	CT.3.R.1: Use phonetic, structural, syntactical and contextual clues to read and understand words.
	CT.3.R.16: Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.
	CT.3.R.20: Articulate what is known about the text topic based on the title, author, pictures, illustrations, prior knowledge (e.g., how illustrations convey mood and emphasize aspects of character or setting).
	CT.3.R.21: Make relevant predictions about what will probably happen in a story or what will be learned based on title, cover, chapter headings, illustrations, etc.
CC.3.R.L.9: Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters.	CT.3.R.45: Cite favorite authors and books and support with reasons.
	--Compare and contrast themes, settings and plots of stories from a series written by the same author.
CC.3.R.L.10: 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.	CT.3.R.11: Read at least 600 high-frequency words (see 3 <sup>rd</sup> Grade High Frequency Word List).
	--By the end of 3 <sup>rd</sup> grade, read and comprehend narrative texts in the 2-3 grade band (F & P Level P, DRA Level 38, Lexile Level 450-790), independently and proficiently.

<b>Reading Strands: Reading for Information</b>	
CC.3.R.I.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	CT.3.R.23: Ask and answer questions, basing responses on textual evidence.
CC.3.R.I.2: Determine the main idea of a text, recount the key details and explain how they support the main idea.	CT.3.R.32: State the main idea with supporting details in informational text; explain how the details support the main idea.
	CT.3.R.38: Identify and explain text structures (e.g., sequence, main idea/details, compare/contrast, cause and effect).
CC.3.R.I.3: 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.	--Use appropriate language related to time, sequence or cause/effect to describe the relationship between ideas or concepts, a series of events or steps in a process.
	CT.3.R.38: Identify and explain text structures (e.g., sequence, main idea/details, compare/contrast, cause and effect).
	CT.3.R.35: Draw conclusions based on implicit or explicit evidence from text; use these conclusions to develop own point of view.
	CT.3.R.41: Describe procedures sequentially.
CC.3.R.I.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.	CT.3.R.16: Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.
	CT.3.R.18: Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.
	CT.3.R.17: Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication.
	CT.3.R.15: Use glossary, dictionary and thesaurus to find and confirm word meanings.
CC.3.R.I.5: Use text features and search tools to locate information relevant to a given topic efficiently.	--Use text features and search tools (electronic text) to locate information relevant to a given topic.
CC.3.R.I.6: Distinguish their own point of view from that of the author of a text.	CT.3.R.35: Draw conclusions based on implicit or explicit evidence from text; use these conclusions to develop own point of view.
	CT.3.R.39: Recognize values, ethics and beliefs included in a text.
	CT.3.R.36: Decide an author's purpose for including particular information in text.
CC.3.R.I.7: Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	CT.3.R.20: Articulate what is known about the text topic based on the title, author, pictures, illustrations, prior knowledge (e.g., how illustrations emphasize specific information).

	CT.3.R.21: Make relevant predictions about what will probably happen in a story or which will be learned based on title, cover, chapter headings, illustrations, etc.
	CT.3.R.27: Interpret graphical information.
	CT.3.R.37: Interpret meaning based on charts, graphs, maps, illustrations, photos in text.
CC.3.R.I.8: Describe the logical connection between particular sentences and paragraphs in a text.	--Describe the logical connection between particular sentences and paragraphs in a text.
	CT.3.R.38: Identify and explain text structures (e.g., sequence, main idea/details, compare/contrast, cause and effect).
CC.3.R.I.9: Compare and contrast the most important points and key details presented in two texts on the same topic.	--Compare and contrast important points and details from two texts on the same topic.
CC.3.R.I.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 grade 2-3 text complexity band independently and proficiently.	--By the end of 3 <sup>rd</sup> grade, read and comprehend informational texts in the 2-3 grade band (F & P Level P, DRA Level 38, Lexile Level 450-790) independently and proficiently.

<b>Foundational Skills Standards</b>	
CC.3.R.F.3: Know and apply grade-level phonics and word analysis skills in decoding words.	CT.3.R.11: Read at least 600 high-frequency words (see 3 <sup>rd</sup> Grade High Frequency Word List).
CC.3.R.F.3.a: Identify and know the meaning of the most common prefixes and derivational suffixes.	CT.3.R.2: Know sounds for a wide range of suffixes and prefixes.
	CT.3.R.4: Infer word meanings from roots, prefixes and suffixes.
CC.3.R.F.3.b: Decode words with common Latin suffixes.	CT.3.R.2: Know sounds for a wide range of suffixes and prefixes.
CC.3.R.F.3.c: Decode multisyllable words.	CT.3.R.1: Use phonetic, structural, syntactical and contextual clues to read and understand words.
	CT.3.R.3: Use letter-sound correspondence, structural analysis and syllable patterns to decode multisyllable words.
CC.3.R.F.3.d: Read grade-appropriate irregularly spelled words.	CT.3.R.5: Recognize automatically common regular and irregular words.
	Ct.3.R.10: Read words containing complex letter patterns and/or word families in isolation and in context.
CC.3.R.F.4: Read with sufficient accuracy and fluency to support comprehension.	
CC.3.R.F.4.a: Read grade-level text with purpose and understanding.	--By the end of 3 <sup>rd</sup> grade, read and comprehend narrative and informational texts in the 2-3 grade band (F & P Level P, DRA Level 38, Lexile Level 450-790) independently and proficiently.
	CT.3.R.12: Read aloud informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression.
CC.3.R.F.4.b: Read grade-level prose and poetry orally with accuracy, appropriate rate and expression.	--Read aloud while comprehending unpracticed text with fluency of 90-125 WPM and accuracy of 96%-98% (DRA Level 38).
	CT.3.R.12: Read aloud informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression.
CC.3.R.F.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	--Use context to accurately read words, self-correcting as necessary.

<b>Writing Standards:</b>	
CC.3.W.1: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.	CT.3.W.43: Write two or more paragraphs, stating an opinion and supporting that opinion with <b>reasons/details</b> .
CC.3.W.1.a: Introduce the topic or text they are writing about, state an opinions, and create an organizational structure that lists reasons.	--Create an organizational structure for writing opinions that includes <b>introduction to topic or text, opinion statement, related reasons and concluding statement/section</b> .
CC.3.W.1.b: Provide reasons that support the opinion.	--Create an organizational structure for writing opinions that includes <b>introduction to topic or text, opinion statement, related reasons and concluding statement/section</b> .
CC.3.W.1.c: Use linking words and phrases to connect opinion and reasons.	CT.3.W.38: Use transition <b>and linking</b> words to connect ideas.
CC.3.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	CT.3.W.39: Write a report to explain a topic, citing one source <b>and clearly conveying ideas and information</b> .
CC.3.W.2.a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	CT.3.W.28: Develop ideas for a particular topic or purpose, <b>grouping related ideas/information together</b> . --Develop ideas/information by adding facts, definitions, details and visual supports (e.g., illustrations, charts, graphs, video clips).
CC.3.W.2.b: Develop the topic with facts, definitions and details.	--Develop ideas/information by adding facts, definitions, details and visual supports (e.g., illustrations, charts, graphs, video clips).
CC.3.W.2.c: Use linking words and phrases to connect ideas within categories of information.	CT.3.W.38: Use transition <b>and linking</b> words to connect ideas.
CC.3.W.2.d: Provide a concluding statement or section.	--Create an organizational structure for writing opinions that includes <b>introduction to topic or text, opinion statement, related reasons and concluding statement/section</b> .
CC.3.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.	CT.3.W.36: Write personal narratives, using personal experience and observations to support ideas (e.g., diary entries, autobiography). CT.3.W.37: Write fictional narratives with an evident problem and solution (e.g., folktale, fairytale, fable).
CC.3.W.3.a: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	--Write narratives that initially establish a situation and introduce a <b>narrator and/or characters and then proceed to sequence events so that they occur naturally</b> .
CC.3.W.3.b: Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.	--Use dialogue and descriptions of actions, thoughts and feelings to <b>further develop characters or plot</b> .
CC.3.W.3.c: Use temporal words and phrases to signal event order.	CT.3.W.38: Use transition <b>and linking</b> words to connect ideas.

CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	CT.3.W.28: Develop ideas for a particular topic or purpose, <a href="#">grouping related ideas/information together</a> .
	CT.3.W.29: Complete a draft of a single topic, using simple notes or outlines generated from the planning stage.
	CT.3.W.30: Revise a completed draft by rearranging words, phrases or sentences, providing supporting details, using correct sequence and fixing run-on sentences and fragments.
	CT.3.W.31: Edit drafts for complete sentences, capitalization, punctuation and usage.
	CT.3.W.32: Publish and present completed drafts.
	CT.3.W.33: Explain strengths and weaknesses of writing.
CC.3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	CT.3.W.28: Develop ideas for a particular topic or purpose, <a href="#">grouping related ideas/information together</a> .
	CT.3.W.29: Complete a draft of a single topic, using simple notes or outlines generated from the planning stage.
	CT.3.W.30: Revise a completed draft by rearranging words, phrases or sentences, providing supporting details, using correct sequence and fixing run-on sentences and fragments.
	CT.3.W.31: Edit drafts for complete sentences, capitalization, punctuation and usage.
	CT.3.W.32: Publish and present completed drafts.
	CT.3.W.33: Explain strengths and weaknesses of writing.
CC.3.W.6: 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.	CT.3.W.32: Publish and present completed drafts.
	CT.5.W.24: Publish and present final products using a variety of technologies (e.g., word processor, spreadsheet, multimedia, slideshow, publication software, interactive websites).
CC.3.W.7: Conduct short research projects that build knowledge about a topic.	-- <a href="#">Conduct research to build knowledge about a specific topic by accessing background knowledge, gathering information from sources, summarizing and sorting information</a> .
	CT.3.W.39: Write a report to explain a topic, citing one source <a href="#">and clearly conveying ideas and information</a> .
CC.3.W.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	-- <a href="#">Conduct research to build knowledge about a specific topic by accessing background knowledge, gathering information from sources, summarizing and sorting information</a> .
CC.3.W.10: Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single	CT.3.W.34: Select a topic and use specific words to “paint a picture.”

sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	CT.3.W.35: Use a variety of sentence lengths and sentences types.
	CT.3.W.36: Write personal narratives, using personal experience and observations to support ideas (e.g., diary entries, autobiography).
	CT.3.W.37: Write fictional narratives with an evident problem and solution (e.g., folktale, fairytale, fable).
	CT.3.W.38: Use transition <b>and linking</b> words to connect ideas.
	CT.3.W.39: Write a report to explain a topic, citing one source <b>and clearly conveying ideas and information</b> .
	CT.3.W.40: Write three or more paragraphs, maintaining focus on a specific topic and using a variety of sentence beginnings.
	CT.3.W.41: Describe procedures sequentially.
	CT.3.W.42: Summarize through the use of charts and graphs.
	CT.3.W.43: Write two or more paragraphs, stating an opinion and supporting that opinion with <b>reasons/details</b> .
	CT.3.W.44: Write a quatrain poem.
	CT.3.W.45: Write a limerick.
	CT.3.W.46: Write a free verse poem.

<b>Speaking &amp; Listening Standards:</b>	
CC.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.	
CC.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.	--Draw on texts read and background knowledge to contribute to class discussions.
CC.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).	CT.3.OL.2: Listen to the opinions of others about written, oral and visual texts.
	CT.3.OL.6: Present ideas with clarity, voice and fluency to communicate a message.
CC.3.SL.1.c: Ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others.	CT.3.R.23: Ask and answer questions, basing responses on textual evidence.
	--During discussions, link comments to topic under discussion as well as to remarks made by others.
CC.3.SL.1.d: Explain their own ideas and understanding in light of the discussion.	--During discussions, link comments to topic under discussion as well as to remarks made by others.
CC.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.	CT.3.R.20: Articulate what is known about the text topic based on the title, author, pictures, illustrations, prior knowledge.
	CT.3.R.32: State the main idea with supporting details in informational text.
	CT.3.R.33: State the theme in literary text.
CC.3.SL.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	CT.3.OL.3: Paraphrase information that has been shared by others.
	CT.3.R.40: Select, synthesize and use relevant information from a text to include in an extension or response to the text.
CC.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.	CT.3.OL.4: Express clearly main idea and elaborate with supporting details.
	CT.3.OL.5: Sequence ideas logically with effective transition words to connect ideas.
	CT.3.OL.6: Present ideas with clarity, voice and fluency to communicate a message.
CC.3.SL.5: 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	CT.3.OL.6: Present ideas with clarity, voice and fluency to communicate a message.
	--Develop ideas/information by adding facts, definitions, details and

details.	<a href="#">visual supports (e.g., illustrations, charts, graphs, video clips).</a>
CC.3.SI.6: Speak in complete sentences when appropriate to task and situation in order to provide requested details or clarification (see Language Standards for specific expectations).	CT.3.OL.6: Present ideas with clarity, voice and fluency to communicate a message.

<b>Language Standards:</b>	
CC.3.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CC.3.L.1.a: Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.	--Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.
CC.3.L.1.b: Form and use regular and irregular plural nouns.	CT.3.W.7: Spell words involving previously studied generalizations and word patterns, and words taught as part of the third grade spelling curriculum.
CC.3.L.1.c: Use abstract nouns.	CT.3.W.7: Spell words involving previously studied generalizations and word patterns, and words taught as part of the third grade spelling curriculum.
CC.3.L.1 d: Form and use regular and irregular verbs.	CT.3.W.7: Spell words involving previously studied generalizations and word patterns, and words taught as part of the third grade spelling curriculum.
	CT.3.W.22: Use consistent verb tense most of the time.
	CT.3.W.31: Edit drafts for complete sentences, capitalization, punctuation and usage.
CC.3.L.1.e: Form and use the simple verb tenses.	CT.3.W.7: Spell words involving previously studied generalizations and word patterns, and words taught as part of the third grade spelling curriculum.
	CT.3.W.22: Use consistent verb tense most of the time.
	CT.3.W.31: Edit drafts for complete sentences, capitalization, punctuation and usage.
CC.3.L.1.f: Ensure subject-verb and pronoun-antecedent agreement.	--Ensure subject-verb and pronoun-antecedent agreement.
CC.3.L.1.g: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	--Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
CC.3.L.1.i: Produce simple, compound and complex sentences.	--Produce simple, compound and complex sentences.
CC.3.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	CT.3.W.8: Use phonetic spelling for challenging words.
	CT.3.W.9: Recognize words that may be misspelled and make corrections.
	CT.3.W.21: Use correct pronoun as subjects (e.g., I vs. me)
	CT.3.W.24: Use appropriate homonym (e.g., it's vs. its, your vs. you're)

	CT.3.W.25: Use paragraph conventions (e.g., designated by indentation or skipping lines between paragraphs).
CC.3.L.2.a: Capitalize appropriate words in title.	CT.3.W.10: Capitalize person's title. CT.3.W.12: Capitalize all proper nouns.
CC.3.L.2.b: Use commas in addresses.	CT.3.W.15: Use comma between city and state.
CC.3.L.2.c: Use commas and quotation marks in dialogue.	-- <a href="#">Separate dialogue from text by using commas and quotation marks.</a>
CC.3.L.2.d: Form and use possessives.	CT.3.W.13: Write apostrophes to show possession. Ct.3.W.20: Use apostrophe in possessive nouns.
CC.3.L.2.e: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.	CT.3.W.7: Spell words involving previously studied generalizations and word patterns, and words taught as part of the third grade spelling curriculum.
CC.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.	CT.3.W.7: Spell words involving previously studied generalizations and word patterns, and words taught as part of the third grade spelling curriculum.
CC.3.L.2.g: Consult reference materials including beginning dictionaries as needed to check and correct spellings.	CT.3.W.26: Use resources to find correct spelling for words identified as misspelled (e.g., word walls, student dictionaries).
CC.3.L.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.	CT.3.R.8: Explain common homophones. CT.3.R.1: Use <a href="#">phonetic spelling for challenging words.</a> CT.3.R.5: Recognize words that may be misspelled and make corrections.
CC.3.L.3.a: Choose words and phrases for effect.	-- <a href="#">Choose words that are appropriate and specific to context.</a>
CC.3.L.3.b: Recognize and observe differences between the conventions of spoken and written standard English.	CT.3.OL.1: Recognize the difference between standard and nonstandard English.
CC.3.L.4: Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	CT.3.R.1: Use phonetic, structural, syntactical and contextual clues to read and understand words. CT.3.R.3: Use letter-sound correspondence, structural analysis and syllable patterns to decode multisyllable words. CT.3.R.5: Recognize automatically common regular and irregular words.
CC.3.L.4.a: Use sentence-level context as a clue to the meaning of a word or phrase.	CT.3.R.6: Analyze the meaning of words and phrases in context. CT.3.R.7: Use context to accurately read words with more than one pronunciation.
CC.3.L.4.b: Determine the meaning of the new word formed when a known affix is added to a known word.	CT.3.R.2: Know sounds for a wide range of suffixes and prefixes. CT.3.R.4: Infer word meanings from roots, prefixes and suffixes.
CC.3.L.4.c: Use a known root word as a clue to the meaning of an unknown word with the same root.	CT.3.R.4: Infer word meanings from roots, prefixes and suffixes.

CC.3.L.4.d: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	CT.3.R.15: Use glossary, dictionary and thesaurus to find and confirm word meanings.
CC.3.L.5: Demonstrate understanding of word relationships and nuances in word meanings.	CT.3.R.16: Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.
CC.3.L.5.a: Distinguish the literal and nonliteral meanings of words and phrases in context.	--Evidence understanding of figures of speech and other kinds of figurative language; distinguish the literal
	CT.3.R.16: Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.
CC.3.L.5.b: Identify real-life connections between words and their use.	CT.3.R.16: Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.
CC.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.	CT.3.R.11: Read at least 600 high-frequency words (see 3 <sup>rd</sup> Grade High Frequency Word List).
	CT.3.R.17: Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication.
	CT.3.R.18: Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.