"Making the Grade" on Grade 3 Reading FCAT 2.0

Aligning CCSS to NGSSS

Common Core State Standards (CCSS)	*(NGSSS) Tested Benchmarks*	*FCAT Reading Content Focus*	*Instructional Support Materials*
Category 1: Vocabulary			
L.3.4a Use **sentence-level context** as a clue to the meaning of a word or phrase. **L3.5** Demonstrate understanding of **word relationships** and **nuances** in word meanings.	LA.3-5.1.6.3 Context Clues	Context Clues	• Context Clue Chart • Understanding Context Clues
L.3.4b Determine the meaning of the new word formed when a known **affix** is added to a known word (e.g. *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). **L.3.4c** Use a known **root word** as a **clue** to the **meaning** of an **unknown word** with the same root (e.g., *company, companion*).	LA.3-5.1.6.7 Base Words and Affixes	Base Words Prefixes/Suffixes ***Roots (5th grade only)***	• Common Morpheme Chart, • Spectrum of a Word
L3.5 Demonstrate understanding of **word relationships** and **nuances** in word meanings. **L3.5c** Distinguish **shades of meaning** among related words that describe states of mind of degrees of certainty *(e.g., knew, believed, suspected, heard, wondered).*	LA.3-5.1.6.8 Antonyms, Synonyms, Homographs, Homophones	Antonyms Synonyms	• Concept of Definition Map, • Word Arrays • *Other Ways to Say* Vocabulary Map
RI.3.4 Determine the meaning of general **academic** and **domain-specific words** and **phrases** in text relevant to a *grade 3 topic or subject area.* **L.3.4** Determine or 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. **L3.5c** Distinguish **shades of meaning** among related words that describe states of mind of degrees of certainty *(e.g., knew, believed, suspected, heard, wondered).*	LA.3-5.1.6.9 Multiple Meanings in Context *Includes LA.3-5.1.6.6 Shades of Meaning	Multiple Meanings Analyze Words in Text Shades of meaning	• Word Arrays, • Isabel Beck's Three Tiered Vocabulary • Multiple Meaning Chart • Understanding Multiple Meaning Words • Concept of Definition Map,
Category 2: Reading Application			
RI.3.6 Distinguish their **own point of view** from that of the **author** of a text	LA.3-5.1.7.2 Identify Author's Purpose in text and how Author's Perspective influences text	Author's Purpose Author's Perspective	•Author's Purpose Chart •Opinion/Support Two column Note

RI.3.1 Ask and answer questions to demonstrate understanding of a text, <u>referring explicitly to the text</u> as the basis for the answers. **RI.3.2** Determine the **main idea** of a text; recount the **key details** and **explain** how they **support** the main idea	LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order	**Main idea/message (stated or implied)**
		
		Relevant Details
		
		Chronological order
		
		Conclusions/Inferences
			• Two Column Notes:
			  -Main Idea/ Details
			  -Conclusion/Support
			• Main Idea Table, Gist, Summary Pyramid,
			• Time Line, Sequence Chain
			• Power Notes

RI.3.3 Describe the **relationship** between a series of historical **events**, **scientific ideas** or **concepts**, or step in **technical procedures** in a text, using **language** that pertains to **time**, **sequence**, and **cause/effect**. **RI.3.8** Describe the **logical connection** between particular **sentences** and **paragraphs** in a text (e.g., comparison, cause/effect, first/second/third in a sequence)	LA.3-5.1.7.4 Cause and Effect Relationships	Cause and Effect	• Two Column Notes, • Cause/Effect Chain

Common Core State Standards (CCSS)	(NGSSS) Tested Benchmarks	FCAT Reading Content Focus	Instructional Support Materials
RI.3.8 Describe the **logical connection** between particular **sentences** and **paragraphs** in a text (e.g., comparison, cause/effect, first/second/third in a sequence) **RI.3.3** Describe the **relationship** between a series of historical **events**, **scientific ideas** or **concepts**, or step in **technical procedures** in a text, using **language** that pertains to **time**, **sequence**, and **cause/effect**.	LA.3-5.1.7.5 Identify text structure and explain how it impacts meaning in text.	*Text Structure/ Organizational Patterns (e.g.,* compare/contrast, cause/effect, sequence of events)	• Informational Text Structure Chart • One Sentence Summarizers • Pattern Puzzles
RL.3.2 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 **RL.3.9 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)	LA.3-5 1.7.6 The student will identify themes or topics across a variety of fiction or nonfiction	*Theme* *Topics* *(Grade 3 within one text; only,*	• Theme Definition, • Common Themes in Literature
RL.3.6 Distinguish their **own point of view** from that of the **narrator** or those of the **characters** **RL.3.9 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) **RI.3.6** Distinguish their own **point of view** from that of the author of a text **RI.3.9 Compare** and **contras**t the most **important points** and **key details** presented in **two texts** on the **same topic**	LA.3-5.1.7.7 Compare/Contrast Elements, Topics, Settings, Characters, Problems in Single or Multiple Texts	**Compare** (similarities: Grade 3 within one text) **Contrast** (differences: Grade 3 within one text;)	• Venn Diagram, • One Sentence Summarizers, • Content Frame
Category 3:Literary Analysis/ Fiction/Nonfiction			
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their **actions contribute** to the **sequence of events** **RL.3.6** Distinguish their **own point of view** from that of the **narrator** or those of the **characters**	LA.3-5.2.1.2 Elements Of Story Structure-Character, Character Development, Setting, Plot, Problem/Solution	Character Development Character Point Of View Setting Plot Development Problem/Resolution	• Story Map, Narrative Arch, Somebody/Wanted/ But/So • Turning Point Graphic, • Author's Toolbox for Bringing a Character to Life, Split, Open Mind, Character Chart, Events and Reactions Chart
RL.3.4 Determine the meaning of **words** and **phrases** as they are used in a text, distinguishing **literal from nonliteral language** **L.3.5a** Distinguish the **literal** and **nonliteral** meanings of **words** and **phrases in context** (e.g., *take steps*).	LA.3-5.2.1.7 Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects	*Descriptive Language* (e.g. mood, imagery) *Figurative Language* (e.g. simile, metaphor personification)	• Positive and Negative Mood Words, • Mood/Setting Chart • *Tools Authors Use: Literary Devices and Figurative Language,*
RL.3.7 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)	LA.3-5.2.2.1 Explain and identify the purpose of text features (In Literary Texts)	*Text features* (e.g., charts , headings, charts, graphs, diagrams, illustrations ,captions, maps, titles, subtitles, keys/legends, stanzas)	• Text Feature Chart, • Text Feature Analysis
Category 4 : Informational Text/Research Process			
RI.3.5 Use **text features** and **search tools** (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently **RI.3.7** 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) **W.3.8** Recall information from experiences or **gather information** from **print and digital sources;** take brief notes on sources and sort evidence into provided categories	LA.3-5.6.1.1 Read and organize informational text and text features to perform a task	**Locate, Interpret, Organize Information** *Text Features* (e.g., titles, subtitles, headings text boxes, subheadings, charts, graphs, diagrams, illustrations, captions, maps, key/legends)	• Text Feature Chart • Text Feature Analysis

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