

Grade 3 CCR Unit and End-or-Year Benchmark Tests

Key: U = Unit; I = Item; CR1 = first Constructed Response item in a test; CR2 = second Constructed Response item in a test; ER = Extended Response; EOY = End of Year

Examples: U3I1 = Unit 3, Item 1; U5ER = Unit 5, Extended Response; EOYI12 = End of Year, Item 12; U6CR1 = Unit 6, first Constructed Response item in the test

Grade 3 CCSS	Coverage (Unit/ Item)
Literature 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	U2CR; U2ER; U4CR; U4ER; U6I3; EOYI7; EOYI8; EOYI9; EOYCR; EOYER
Literature 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.	U1I2; U1I3; U1CR; U1I7; U1I8; U1I9; U2I1; U2I2; U2I7; U2I8; U4I1; U4I3; U4I8; U4I9; U4CR; U6I2; U6I8; U6ER
Literature 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	U1I1; U2I1; U2I3; U2I9; U4I1; U4I2; U4I7; U4I8; U6I1; U6CR; U6I7; U6I9; U6CR; EOYI8; EOYI9
Literature 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	U1I4; U1I5; U1I6; U1I10; U1I11; U1I12; U2I4; U2I5; U2I6; U2I10; U2I11; U2I12; U4I4; U4I5; U4I6; U4I10; U4I11; U4I12; U6I4; U6I5; U6I6; U6I10; U6I11; U6I12
Literature 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.	U6CR
Literature 6. Distinguish their own point of view from that of the narrator or those of the characters.	This standard is not measured by the end-of-year Grade 3 PARCC test or the PBA according to EOY/PBA Common Form Specifications.
Literature 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).	These tests do not contain illustrations. This standard is thoroughly covered during Text-Based Comprehension instruction.
Literature 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).	Extended Response prompts frequently ask students to compare and contrast passages with similarities in theme, setting, or plot.
Literature 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.	This standard is not measured by the end-of-year Grade 3 PARCC test or the PBA according to EOY/PBA Common Form Specifications.

Informational Text 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	U3ER; U5I3; U5CR; U5I7; U5CR; U5ER; EOYI1; EOYI2; EOYI3
Informational Text 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	U3I9; U3CR; U5I2; U5I8
Informational Text 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.	U3I2; U3I7; U5I1; U5I9; U5ER; EOYI2; EOYI3
Informational Text 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	U3I4; U3I5; U3I6; U3I10; U3I11; U3I12; U5I4; U5I5; U5I6; U5I10; U5I11
Informational Text 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.	U3I2, U5I9; Also covered in the Grade 3 CCR Weekly Tests (U1W3I1, U1W3I2, U1W3I3, U1W3I4, U1W3I5)
Informational Text 6. Distinguish their own point of view from that of the author of a text.	This standard is not measured by the end-of-year Grade 3 PARCC test or the PBA according to EOY/PBA Common Form Specifications.
Informational Text 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).	U3I1; U3I3; U3I8; EOYI1; EOYCR
Informational Text 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	U3I7, U5I3, U5I7, U5I9, EOYI2, EOYI3
Informational Text 9. Compare and contrast the most important points and key details presented in two texts on the same topic.	U3ER, U5ER
Informational Text 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 grades 2–3 text complexity band independently and proficiently.	This standard is not measured by the end-of-year Grade 3 PARCC test or the PBA according to EOY/PBA Common Form Specifications.
Writing 1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.	U2CR; U3CR; U4ER; U5CR; EOYCR
Writing 1.a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.	U2CR; U3CR; U5CR

Writing 1.b. Provide reasons that support the opinion.	U2CR; U3CR; U4ER; U5CR
Writing 1.c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	U2CR; U5CR
Writing 1.d. Provide a concluding statement or section.	U2CR; U3CR; U4ER; U5CR;
Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	U1CR; U1ER; U2CR; U2ER; U3CR; U3ER; U4CR; U5CR; U5ER; U6CR; U6ER; EOYCR; EOYER
Writing 2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	U1CR; U1ER; U2ER; U3CR; U5CR; U5ER; U6CR; U6ER; EOYCR; EOYER
Writing 2.b. Develop the topic with facts, definitions, and details.	U1CR; U1ER; U2CR; U2ER; U3CR; U3ER; U5CR; U5ER; U6CR; U6ER; EOYCR; EOYER
Writing 2.c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	U1CR; U1ER; U2CR; U2ER; U5CR; U5ER; U6CR; U6ER; EOYER
Writing 2.d. Provide a concluding statement or section.	U1CR; U1ER; U3CR; U3ER; U5CR; U5ER; U6CR; U6ER; EOYCR; EOYER
Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	U1CR; U6CR
Writing 3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	U1CR; U6CR
Writing 3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	U1CR; U6CR
Writing 3.c. Use temporal words and phrases to signal event order.	U1CR; U6CR
Writing 3.d. Provide a sense of closure.	U1CR; U6CR
Writing 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	EOYCR
Writing 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	The writing process covered in instruction. Students apply their knowledge of the writing process within Constructed and Extended Response questions.
Writing 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.	Completing these assessments online will meet the requirement of keyboarding. However, these assessments can be completed using paper and pencil.

Writing 7. Conduct short research projects that build knowledge about a topic.	Due to the length of time and resources needed to complete research, we suggest using the research opportunities within Reading Street or the Assessment Handbook for guidance.
Writing 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Due to the length of time and resources needed to complete research, we suggest using the research opportunities within Reading Street or the Assessment Handbook for guidance.
Writing 10. 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.	Students cover this standard through extended writing projects every week. Due to the length of time and resources needed to complete research, we suggest using the research opportunities within Reading Street or the Assessment Handbook for guidance.
Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	EOYCR; EOYER
Language 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Covered within standard L.1 EOYCR; EOYER
Language 1.b. Form and use regular and irregular plural nouns.	Covered within standard L.1 EOYCR; EOYER
Language 1.c. Use abstract nouns (e.g., <i>childhood</i>).	Covered within standard L.1 EOYCR; EOYER
Language 1.d. Form and use regular and irregular verbs.	Covered within standard L.1 EOYCR; EOYER
Language 1.e. Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.	Covered within standard L.1 EOYCR; EOYER
Language 1.f. Ensure subject-verb and pronoun-antecedent agreement.	Covered within standard L.1 EOYCR; EOYER
Language 1.g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Covered within standard L.1 EOYCR; EOYER
Language 1.h. Use coordinating and subordinating conjunctions.	Covered within standard L.1 EOYCR; EOYER
Language 1.i. Produce simple, compound, and complex sentences.	Covered within standard L.1 EOYCR; EOYER
Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	U1CR; U1ER; U2CR; U2ER; U3ER; U5CR; U5CR; U5ER; U6ER; EOYCR; EOYER
Language 2.a. Capitalize important words in titles.	Covered within standard L.2 U1CR; U1ER; U2CR; U2ER; U3ER; U5CR; U5ER; U6ER; EOYCR; EOYER
Language 2.b. Use commas in addresses.	Covered within standard L.2 U1CR; U1ER; U2CR; U2ER; U3ER; U5CR; U5ER; U6ER; EOYCR; EOYER

Language 2.c. Use commas and quotation marks in dialogue.	Covered within standard L.2 U1CR; U1ER; U2CR; U2ER; U3ER; U5CR; U5CR; U5ER; U6ER; EOYCR; EOYER
Language 2.d. Form and use possessives	Covered within standard L.2 U1CR; U1ER; U2CR; U2ER; U3ER; U5CR; U5CR; U5ER; U6ER; EOYCR; EOYER
Language 2.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>).	Covered within standard L.2 U1CR; U1ER; U2CR; U2ER; U3ER; U5CR; U5CR; U5ER; U6ER; EOYCR; EOYER
Language 2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Covered within standard L.2 U1CR; U1ER; U2CR; U2ER; U3ER; U5CR; U5CR; U5ER; U6ER; EOYCR; EOYER
Language 2.g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Covered within standard L.2 U1CR; U1ER; U2CR; U2ER; U3ER; U5CR; U5CR; U5ER; U6ER; EOYCR; EOYER
Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	U1I7
Language 3.a. Choose words and phrases for effect.	U5CR
Language 3.b. Recognize and observe differences between the conventions of spoken and written standard English.	Covered within standard L.3 U1I7
Language 4. 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.	U1I4; U1I5; U1I6; U1I10; UII11; U1I12; U2I4; U2I5; U2I6; U2I10; U2I11; U2I12; U3I4; U3I5; U3I6; U3I10; U3I11; U3I12; U4I4; U4I5; U4I6; U4I10; U4I11; U4I12; U5I4; U5I5; U5I6; U5I10; U5I11; U6I4; U6I5; U6I6; U6I10; U6I11; U6I12; EOYI4; EOYI5; EOYI6; EOYI10; EOYI11
Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.	U1I4; U1I5; U1I6; U1I10; UII11; U1I12; U2I4; U2I5; U2I6; U2I10; U2I11; U2I12; U3I4; U3I5; U3I6; U3I10; U3I11; U3I12; U4I4; U4I5; U4I6; U4I10; U4I11; U4I12; U5I4; U5I5; U5I6; U5I10; U5I11; U6I4; U6I5; U6I6; U6I10; U6I11; U6I12; EOYI4; EOYI5; EOYI6; EOYI10; EOYI11; EOYI12
Language 4.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>).	Covered within standard L.4 U1I4; U1I5; U1I6; U1I10; UII11; U1I12; U2I4; U2I5; U2I6; U2I10; U2I11; U2I12; U3I4; U3I5; U3I6; U3I10; U3I11; U3I12; U4I4; U4I5; U4I6; U4I10; U4I11; U4I12; U5I4; U5I5; U5I6; U5I10; U5I11; U6I4; U6I5; U6I6; U6I10; U6I11; U6I12; EOYI4; EOYI5; EOYI6; EOYI10; EOYI11
Language 4.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>).	Covered within standard L.4 U1I4; U1I5; U1I6; U1I10; UII11; U1I12; U2I4; U2I5; U2I6; U2I10; U2I11; U2I12; U3I4; U3I5; U3I6; U3I10; U3I11; U3I12; U4I4; U4I5;

	U4I6; U4I10; U4I11; U4I12; U5I4; U5I5; U5I6; U5I10; U5I11; U6I4; U6I5; U6I6; U6I10; U6I11; U6I12; EOYI4; EOYI5; EOYI6; EOYI10; EOYI11
Language 4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Covered within standard L.4 U1I4; U1I5; U1I6; U1I10; U1I11; U1I12; U2I4; U2I5; U2I6; U2I10; U2I11; U2I12; U3I4; U3I5; U3I6; U3I10; U3I11; U3I12; U4I4; U4I5; U4I6; U4I10; U4I11; U4I12; U5I4; U5I5; U5I6; U5I10; U5I11; U6I4; U6I5; U6I6; U6I10; U6I11; U6I12; EOYI4; EOYI5; EOYI6; EOYI10; EOYI11
Language 5. Demonstrate understanding of word relationships and nuances in word meanings.	U5I11; EOYI6
Language 5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	EOYI12
Language 5.b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	Covered within standard L.5 U5I11; EOYI6
Language 5.c. 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>).	Covered within standard L.5 U5I11; EOYI6
Language 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	U6CR

NOTE:

Foundational Skills Standards are not measured by the Grade 3 end-of-year PARCC test or the Performance Based Assessment according to the PBA and EOY Common Form Specifications.

Speaking and Listening Standards are not measured by the Grade 3 end-of-year PARCC test or the Performance Based Assessment according to the PBA and EOY Common Form Specifications.