

# Finish Line New York ELA, Third Edition

## Grade 3 Crosswalk

Unit/ Lesson	Title	CCLS	Next Generation Standard
<b>UNIT 1</b>	<b>KEY IDEAS AND DETAILS IN LITERARY TEXT</b>		
Lesson 1	Answering Questions	RL.3.1	3R1
Lesson 2	Determining the Theme	RL.3.2	3R2
Lesson 3	Retelling Stories	RL.3.2	3R2
Lesson 4	Describing Characters	RL.3.3	3R3
Lesson 5	Explaining Characters' Actions	RL.3.3	3R3
<b>UNIT 2</b>	<b>KEY IDEAS AND DETAILS IN INFORMATIONAL TEXT</b>		
Lesson 6	Asking Questions	RI.3.1	3R1
Lesson 7	Determining the Main Idea and Details	RI.3.2	3R2
Lesson 8	Understanding Time and Sequence	RI.3.3	3R3
Lesson 9	Recognizing Cause-and-Effect Relationships	RI.3.3	3R3
<b>UNIT 3</b>	<b>CRAFT AND STRUCTURE IN LITERARY TEXT</b>		
Lesson 10	Understanding Word Meanings	RL.3.4	3R4
Lesson 11	What Makes a Play a Play?	RL.3.5	3R5
Lesson 12	What Makes a Story a Story?	RL.3.5	3R5
Lesson 13	What Makes a Poem a Poem?	RL.3.5	3R5
Lesson 14	Determining Point of View	RL.3.6	3R6
<b>UNIT 4</b>	<b>CRAFT AND STRUCTURE IN INFORMATIONAL TEXT</b>		
Lesson 15	Understanding Words in Context	RI.3.4	3R4
Lesson 16	Using Text Features to Locate Information	RI.3.5	3R5
Lesson 17	Distinguishing Points of View	RI.3.6	3R6

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<b>UNIT 5</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS IN LITERARY TEXT</b>		
Lesson 18	Connecting Words and Illustrations	RL.3.7	3R7
Lesson 19	Comparing and Contrasting Stories	RL.3.9	3R9
<b>UNIT 6</b>	<b>INTEGRATION OF KNOWLEDGE AND IDEAS IN INFORMATIONAL TEXT</b>		
Lesson 20	Understanding Words and Pictures	RI.3.7	3R7
Lesson 21	Connecting Sentences and Paragraphs	RI.3.8	3R8
Lesson 22	Comparing and Contrasting Texts	RI.3.9	3R9
<b>UNIT 7</b>	<b>WRITING ON DEMAND</b>		
Lesson 23	The Writing Process	W.3.4–6	<i>See Lifelong Practices of Writers at end of document</i>
Lesson 24	Argumentative Writing	W.3.1, 4–6	3W1
Lesson 25	Informational Writing	W.3.2, 4–6	3W2
Lesson 26	Narrative Writing	W.3.3–6	3W3
Lesson 27	Rules of English	L.3.1–3	3–5L1, 2, 3L3
Lesson 28	Vocabulary	L.3.4, 5	3L4, 5

Original Standard Code (2011)	Common Core Learning Standard	Next Generation Learning Standard
3RF1	There is not a grade 3 standard for this concept. Please see preceding grades for more information.	
3RF2	There is not a grade 3 standard for this concept. Please see preceding grades for more information.	
3RF3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>	<p><b>3RF3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>3RF3a</b> Identify and know the meaning of the most common prefixes and suffixes.</p> <p><b>3RF3b Identify, know the meanings of,</b> and decode words with suffixes.</p> <p><b>3RF3c</b> Decode multi-syllabic words.</p> <p><b>3RF3d Recognize</b> and read grade-appropriate irregularly spelled words.</p>
3RF4	<p><b>3RF4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with <del>purpose and understanding.</del></p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate <del>rate, and expression on successive readings.</del></p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>3RF4</b> Read <b>grade-level text</b> with sufficient accuracy and fluency to support comprehension.</p> <p><b>3RF4a</b> Read grade-level text <b>across genres orally with accuracy, appropriate rate, and expression on successive readings.</b></p> <p><b>3RF4b</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
3R1	<p><del>RL Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</del></p> <p><del>RI Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</del></p>	<p><b>3R1 Develop</b> and answer questions <b>to locate relevant and specific details in a text to support an answer or inference.</b> (RI &amp; RL)</p>
3R2	<p><del>RL 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.</del></p> <p><del>RI Determine the main idea of a text; recount the key details and explain how they support the main idea.</del></p>	<p><b>3R2 Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.</b> (RI &amp; RL)</p>
3R3	<p><del>RL Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</del></p> <p><del>RI 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.</del></p>	<p><b>3R3</b> In literary texts, describe character traits, <b>motivations, or feelings, drawing on specific details from the text.</b> (RL)</p> <p>In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)</p>

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3R4	<p><b>RL</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p><b>RI</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<b>3R4 Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI &amp; RL)</b>
3R5	<p><b>RL</b> 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.</p> <p><b>RI</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p><b>3R5</b> In literary texts, <b>identify</b> parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. <b>(RL)</b></p> <p>In informational texts, identify and use text features <b>to build comprehension. (RI)</b></p>
3R6	<p><b>RL</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>RI</b> Distinguish their own point of view from that of the author of a text.</p>	<b>3R6 Discuss how the reader's point of view or perspective may differ from that of the author, narrator, or characters in a text. (RI &amp; RL)</b>
3R7	<p><b>RL</b> 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).</p> <p><b>RI</b> 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).</p>	<b>3R7</b> Explain how specific illustrations or text features contribute to what is conveyed by the words in a <b>text</b> (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). <b>(RI &amp; RL)</b>
3R8	<p><b>RL</b> (Not applicable to literature)</p> <p><b>RI</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<b>3R8</b> Explain how claims in a text are supported by relevant reasons and evidence. <b>(RI &amp; RL)</b>
3R9	<p><b>RL</b> 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).</p> <p><b>RI</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><b>Omitted. See 3R9 (2017 Standards) for connections between texts.</b></p> <p><b>3R9</b> Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. <b>(RI &amp; RL)</b></p>
3R10	<p><b>RL</b> 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.</p> <p><b>RI</b> 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.</p>	<b>Please see the “Range of Student Reading Experiences for 3rd Grade” section included in the introduction to the 3rd Grade Standards.</b>

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3R11	<p><del>RL Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.</del></p> <p><del>a. Self-select text based upon personal preferences.</del></p> <p><b>RI</b> Not applicable to Reading for Information Standard.</p>	<b>3R9</b> Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. <b>(RI &amp; RL)</b>
3W1	<p><del>Write opinion pieces on topics or texts, supporting a point of view with reasons.</del></p> <p><del>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</del></p> <p><del>b. Provide reasons that support the opinion.</del></p> <p><del>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</del></p> <p><del>d. Provide a concluding statement or section.</del></p>	<p><b>3W1</b> Write <b>an argument</b> to support claim(s), using clear reasons and relevant evidence.</p> <p><b>3W1a</b> Introduce a claim, <b>supported by details</b>, and organize the reasons and evidence logically.</p> <p><b>3W1b Use precise language and content-specific vocabulary.</b></p> <p><b>3W1c</b> Use linking words and phrases to connect ideas <b>within categories of information.</b></p> <p><b>3W1d</b> Provide a concluding statement or section.</p>
3W2	<p><del>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</del></p> <p><del>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</del></p> <p><del>b. Develop the topic with facts, definitions, and details.</del></p> <p><del>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</del></p> <p><del>d. Provide a concluding statement or section.</del></p>	<p><b>3W2</b> Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <p><b>3W2a</b> Introduce a topic and organize related information together.</p> <p><b>3W2b</b> Develop a topic with facts, definitions, and details; <b>include illustrations when useful for aiding comprehension.</b></p> <p><b>3W2c</b> Use <b>precise language and content-specific vocabulary.</b></p> <p><b>3W2d</b> Use linking words and phrases to connect ideas within categories of information.</p> <p><b>3W2e</b> Provide a concluding statement or section.</p>
3W3	<p><del>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</del></p> <p><del>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</del></p> <p><del>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</del></p> <p><del>c. Use temporal words and phrases to signal event order.</del></p> <p><del>d. Provide a sense of closure.</del></p>	<p><b>3W3</b> Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p><b>3W3a</b> Establish a situation and introduce a narrator and/or characters.</p> <p><b>3W3b</b> Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><b>3W3c</b> Use temporal words and phrases to signal event order.</p> <p><b>3W3d</b> Provide a conclusion.</p>

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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.)	<b>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</b>
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).	
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.	
3W7	Conduct <del>short</del> research <del>projects</del> that build knowledge about a topic.	<b>3W6</b> Conduct research to <b>answer questions, including self-generated questions, and to build knowledge.</b>
3W8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<b>3W7</b> Recall relevant information from experiences or gather information from <b>multiple</b> sources; take brief notes on sources and sort evidence into provided categories.
3W9	(Begins in grade 4)	<b>W5 Begins in grade 4.</b>
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.	<b>Please see the “Lifelong Practices of Writers.” These Practices outline expectations for clear and coherent writing. Also see the section on “Production and Range of Writing” at the beginning of each grade level for more guidance.</b>
3W11	<del>Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.</del>	<b>3W4</b> Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other).

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3SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <del>on grade 3 topics and texts</del> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; <del>explicitly</del> draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon <del>rules</del> 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, <del>stay on topic</del> , and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. e. <del>Seek to understand and communicate with individuals from different cultural backgrounds.</del>	<b>3SL1 Participate and</b> engage effectively in a range of collaborative discussions with diverse <b>peers and adults</b> , expressing ideas clearly, and building on those of others. <b>3SL1a</b> Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. <b>3SL1b</b> Follow agreed-upon <b>norms</b> for discussions by actively listening, taking turns, and staying on topic. <b>3SL1c</b> Ask questions to check understanding of information presented and link comments to the remarks of others. <b>3SL1d</b> Explain their own ideas and understanding of the discussion. <b>3SL1e Consider individual differences when communicating with others.</b>
3SL2	Determine the <del>main</del> ideas and supporting details of <del>a text read aloud</del> or information presented in diverse <del>media</del> and formats, including visually, quantitatively, and orally.	<b>3SL2</b> Determine the <b>central</b> ideas and supporting details or information presented in diverse <b>texts</b> and formats (e.g., including visual, quantitative, and oral).
3SL3	Ask and answer questions <del>about information from a speaker</del> , offering appropriate elaboration and detail.	<b>3SL3</b> Ask and answer questions <b>in order to evaluate a speaker's point of view</b> , offering appropriate elaboration and detail.
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.	<b>3SL4</b> 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.
3SL5	<del>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace;</del> add visual displays when appropriate to emphasize or enhance certain facts or details.	<b>3SL5 Include digital media and/or visual displays in presentations to emphasize certain facts or details.</b>
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 for specific expectations.)	<b>3SL6 Identify contexts that call for academic English or informal discourse.</b>

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3L1	<p><b>L1</b> Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of nouns, pronouns, verbs, adjective, and adverbs in general and their functions in particular sentences.</li> <li>b. Form and use regular and irregular plural nouns.</li> <li>c. Use abstract nouns (e.g., <i>childhood</i>).</li> <li>d. Form and use regular and irregular verbs.</li> <li>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>f. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>h. Use coordinating and subordinating conjunctions.</li> <li>i. Produce simple, compound, and complex sentences.</li> </ul>	<p><b>Language Standards 1 and 2 are organized within grade bands. These banded skills can be found in Appendix A at the end of the standards document. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 3–5, the student is expected to know and be able to use these skills by the end of 5th grade.</b></p>
3L2	<p><b>L2</b> Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Form and use possessives.</li> <li>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>).</li> <li>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	
3L3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose words and phrases for effect.</li> <li>b. Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>	<p><b>3L3 Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.</b></p> <p>3L3a Choose words and phrases for effect.</p> <p>3L3b Recognize and observe differences between the conventions of spoken and written standard English.</p>



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3L4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases <del>based on grade 3 reading and content</del>, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p> <p>d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</p>	<p><b>3L4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, <b>including, but not limited to the following:</b></p> <p><b>3L4a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>3L4b</b> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</p> <p><b>3L4c</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p> <p><b>3L4d</b> Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</p>
3L5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. <del>Identify real-life</del> connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>	<p><b>3L5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>3L5a</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p><b>3L5b Use words for identification and description</b>, making connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p><b>3L5c</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>
3L6	<p>Acquire and accurately use <del>grade-appropriate</del> conversational, general academic, and <del>domain</del>-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went out for dessert</i>).</p>	<p><b>3L6</b> Acquire and accurately use conversational, general academic, and <b>content</b>-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went out for dessert</i>).</p>

## NEW YORK STATE'S LIFELONG PRACTICES OF READERS AND WRITERS

### Readers:

- think, write, speak, and listen to understand
- read often and widely from a range of global and diverse texts
- read for multiple purposes, including for learning and for pleasure
- self-select texts based on interest
- persevere through challenging, complex texts
- enrich personal language, background knowledge, and vocabulary through reading and communicating with others
- monitor comprehension and apply reading strategies flexibly
- make connections (to self, other texts, ideas, cultures, eras, etc.)

### Writers:

- think, read, speak, and listen to support writing
- write often and widely in a variety of formats, using print and digital resources and tools
- write for multiple purposes, including for learning and for pleasure
- persevere through challenging writing tasks
- enrich personal language, background knowledge, and vocabulary through writing and communicating with others
- experiment and play with language
- analyze mentor texts to enhance writing
- strengthen writing by planning, revising, editing, rewriting, or trying a new approach