

Reading Grade 3 Prioritized CCCs

For comprehensive views of the relationships of the CCCs to each other, see the Instructional Families at https://wiki.ncscpartners.org/index.php/Instructional_Families.

Standards for English Language Arts	CCC		
Literature	3.RL.h1 Answer questions related to the relationship between characters , setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (3.RL.1)	3.RL.i2 Answer literal questions and refer to text to support your answer (3.RL.1)	3.RL.k2 Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (3.RL.2, 3.SL.2)
Informational	3.RI.h1 Identify the purpose of a variety of text features. (3.RI.5)	3.RI.i2 Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (3.RI.2, 3.SL.2)	3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3.RI.2)
Language	3.RWL.i2 Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word. (3.L.4, 3.L.4a)		
Foundational Skills	3.RWL.h2 Identify grade level words with accuracy. (3.RF.4, 3.RF.4b)		

Developed for the SD DoE by



For information on how to use prioritized CCCs to inform instruction, please view the SD DoE website or www.keystoneassessment.com
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