

# Common Core Alignment Overview

## Nonfiction Inquiry Series 3

Junior Great Books Nonfiction Inquiry activities develop students' reading, critical thinking, writing, speaking and listening, and language skills. This document details the alignment of Nonfiction Inquiry activities with the Common Core State Standards for Grade 3.

### Prereading

#### Speaking and Listening Standards

- SL.3.1. 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.
- SL.3.4. 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.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

#### Writing Standards

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.10. 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.

#### Language Standards

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (*e.g., After dinner that night we went looking for them*).

## First Reading with Sharing Questions

---

### Reading Standards for Informational Text

- RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text 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.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- 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*).
- RI.3.10. 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.

### Reading Standards: Foundational Skills

- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

### Speaking and Listening Standards

- SL.3.1. 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.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### Language Standards

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (*e.g., After dinner that night we went looking for them*).

## Second Reading

---

### Reading Standards for Informational Text

- RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.3. 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.
- 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.3.6. Distinguish their own point of view from that of the author of a text.
- 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*).
- RI.3.10. By the end of year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Reading Standards: Foundational Skills

- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

### Writing Standards

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

- W.3.10. 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.

### Speaking and Listening Standards

- SL.3.1. 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.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### Language Standards

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (*e.g., After dinner that night we went looking for them*).

## Shared Inquiry Discussion

---

### Reading Standards for Informational Text

- RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.3. 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.

- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- R.I.3.6. Distinguish their own point of view from that of the author of a text.
- 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).

### Writing Standards

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.10. 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.

### Speaking and Listening Standards

- SL.3.1. 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.
- SL.3.2. 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.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. 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.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### Language Standards

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

## Writing

---

### Reading Standards for Informational Text

- RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.3. 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.
- 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).

### Writing Standards

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- W.3.10. 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.

### Language Standards

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

## Extension Activities

---

### Reading Standards for Informational Text

- RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text 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.
- RI.3.3. 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.
- RI.3.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 3 topic or subject area*.
- 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).
- RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

### Writing Standards

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.7. Conduct short research projects that build knowledge about a topic.

- 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.
- W.3.10. 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.

### Speaking and Listening Standards

- SL.3.1. 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.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4. 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.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### Language Standards

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (*e.g., After dinner that night we went looking for them*).