

2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
Reading		
LA 3.1 Students will learn and apply reading skills and strategies to comprehend text.	LA 3.1 Students will learn and apply reading skills and strategies to comprehend text.	<i>Comprehensive standards not aligned as a part of the MCREL study.</i>
LA 3.1.1 Knowledge of Print: Concept mastered at a previous grade level	LA 3.1.1 Concepts of Print: <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>	<i>N/A</i>
LA 3.1.2 Phonological Awareness: Concept mastered at a previous grade level	LA 3.1.2 Phonological Awareness: <i>Mastered in Grade 1 and blended with other skills at this grade level.</i>	<i>N/A</i>
LA 3.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.	LA 3.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text.	<i>N/A Grade level standards not aligned as a part of the MCREL study.</i>
LA 3.1.3.a Use advanced sound/spelling patterns (e.g., special vowel spellings [ough, ion], multi-syllable words) to read, write, and spell	LA 3.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text.	L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA 3.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)	LA 3.1.3.b Use word structure to read text (e.g., prefixes/suffixes, contractions, syllabication, derivation).	RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes. L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

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LA 3.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.	LA 3.1.4 Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.	<i>N/A Grade level standards not aligned as a part of the MCREL study.</i>
LA 3.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension	LA 3.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.	RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
LA 3.1.4.b Read words and phrases accurately and automatically	LA 3.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.	RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
LA 3.1.4.c Demonstrate conversational tone (e.g., volume, emphasis) and use of punctuation to reflect meaning of text	LA 3.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.	RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.3.4.a Read on-level text with purpose and understanding.
LA 3.1.4.d Demonstrate varied pace while reading orally to enhance the meaning of text through pause, stress, and phrasing	LA 3.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.	RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
LA 3.1.5 Vocabulary: Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	LA 3.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.	<i>N/A Grade level standards not aligned as a part of the MCREL study.</i>
LA 3.1.5.a Apply word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)	LA 3.1.5.a Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).	L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.b Form and use regular and irregular plural nouns. L.3.2.d Form and use possessives. L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

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		<p>L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
<p>LA 3.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations</p>	<p>LA 3.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p>	<p>L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>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).</p>
<p>LA 3.1.5.c Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words</p>	<p>LA 3.1.5.b Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.</p>	<p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>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).</p> <p>RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>

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		RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA 3.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)	LA 3.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.	L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
LA 3.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary)	LA 3.1.5.e Locate words and determine meaning using reference materials.	L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LA 3.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)	LA 3.1.5.e Locate words and determine meaning using reference materials.	L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
LA 3.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	LA 3.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	<i>N/A Grade level standards not aligned as a part of the MCREL study.</i>
LA 3.1.6.a Identify author’s purpose(s) (e.g. explain, entertain, inform, persuade) to support text comprehension	LA 3.1.6.a Identify author’s purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA 3.1.6.b Identify elements of narrative text (e.g., characters, setting, plot, point of view)	LA 3.1.6.b Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).	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.

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		<p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>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).</p>
<p>LA 3.1.6.c Retell and summarize narrative text including characters, setting, and plot with supporting details</p>	<p>LA 3.1.6.d Summarize a literary text and/or media, using key details to identify the theme.</p>	<p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>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.</p>
<p>LA 3.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)</p>	<p>LA 3.1.6.c Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).</p>	<p>L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>
<p>LA 3.1.6.e Retell and summarize the main idea from informational text using supporting details</p>	<p>LA 3.1.6.e Determine main ideas and supporting details from informational text and/or media.</p>	<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
<p>LA 3.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)</p>	<p>LA 3.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast).</p>	<p>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).</p>

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<p>LA 3.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)</p>	<p>LA 3.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.</p>	<p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>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).</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>
<p>LA 3.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)</p>	<p>LA 3.1.6.g Compare and contrast the characteristics that distinguish a variety of literary and informational texts.</p>	<p>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.</p>
<p>LA 3.1.6.i Use narrative or informational text to develop a multi-cultural perspective</p>	<p>LA 3.1.6.h Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.</p>	<p>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.</p>
<p>LA 3.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text</p>	<p>LA 3.1.6.i Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.</p>	<p>RI/RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

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		RL/RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA 3.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)	LA 3.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).	RF.3.4.a Read on-level text with purpose and understanding.
LA 3.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	LA 3.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	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.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
LA 3.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct	LA 3.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA 3.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience)	LA 3.1.6.n Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.	Not Addressed
LA 3.1.6.o Use examples and details in a text to make inferences about a story or situation	LA 3.1.6.n Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.	RL/RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LA 3.1.6.p Respond to text verbally, in writing, or artistically	LA 3.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	W.3.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.

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		<p>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.</p>

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<h2>Writing</h2>		
LA 3.2 Writing: Students will learn and apply writing skills and strategies to communicate.	LA 3.2. Writing: Students will learn and apply writing skills and strategies to communicate.	<i>Comprehensive standards not aligned as a part of the MCREL study.</i>
LA 3.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	LA 3.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	<i>N/A Grade level standards not aligned as a part of the MCREL study.</i>
LA 3.2.1.a Use prewriting activities and inquiry tools to generate and organize information (e.g., sketch, brainstorm, web, free write, graphic organizer, storyboarding, and word processing tools)	LA 3.2.1.a Use prewriting activities and inquiry tools to generate ideas and organize information.	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA 3.2.1.b Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre -Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, and exclamatory) -Developing paragraphs with topic sentences and supporting facts and details	LA 3.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end. LA 3.2.1.c Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses. LA 3.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type. LA 3.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.2.a Introduce a topic and group writing about, state an opinion, and create an organizational structure that lists reasons. W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. L.3.1.h Use coordinating and subordinating conjunctions. L.3.1.i Produce simple, compound, and complex sentences.

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LA 3.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	LA 3.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA 3.2.1.d Provide oral and/or written feedback to other writers; utilize others' feedback to improve own writing	LA 3.2.1.f Provide oral and/or written descriptive feedback to other writers.	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA 3.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	LA 3.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA 3.2.1.f Publish a legible document (e.g., handwritten or electronic)	LA 3.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	W.3.6 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.
LA 3.2.1.g Write legibly in cursive	LA 3.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	Not Addressed
LA 3.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.	LA 3.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.	<i>N/A Grade level standards not aligned as a part of the MCREL study.</i>
LA 3.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	LA 3.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. LA 3.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end. LA 3.2.2.c Conduct and publish research to answer questions or solve problems using multiple resources to support theses.	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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<p>LA 3.2.2.b Write considering audience and what the reader needs to know</p>	<p>LA 3.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p> <p>LA 3.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> <p>LA 3.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end.</p> <p>LA 3.2.2.c Conduct and publish research to answer questions or solve problems using multiple resources to support theses.</p> <p>LA 3.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p>	<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
<p>LA 3.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)</p>	<p>LA 3.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p> <p>LA 3.2.2.c Conduct and publish research to answer questions or solve problems using multiple resources to support theses.</p> <p>LA 3.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.</p> <p>LA 3.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end.</p>	<p>W.3.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>

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LA 3.2.2.d Apply an organizational structure appropriate to the task (e.g., logical, sequential order)	LA 3.2.1 b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.	W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
LA 3.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece.	LA 3.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	<i>Not Addressed</i>

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Speaking and Listening		
<p>LA 3.3 Students will learn and apply speaking and listening skills and strategies to communicate.</p>	<p>LA 3.3 Speaking and Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.</p>	<p><i>Comprehensive standards not aligned as a part of the MCREL study.</i></p>
<p>LA 3.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.</p>	<p>LA 3.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</p>	<p><i>N/A Grade level standards not aligned as a part of the MCREL study.</i></p>
<p>LA 3.3.1.a Communicate ideas and information in a clear and concise manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)</p>	<p>LA 3.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.</p>	<p>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.</p> <p>SL.3.6 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.)</p> <p>L.3.3.a Choose words and phrases for effect.</p>
<p>LA 3.3.1.b Demonstrate speaking techniques for a variety of purposes and situations</p>	<p>LA 3.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.</p>	<p>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.</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>

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LA 3.3.1.c Utilize available media to enhance communication (e.g., poster, overhead)	LA 3.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
LA 3.3.2 Listening Skills: Students will develop and apply active listening skills across a variety of situations.	LA 3.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.	<i>N/A Grade level standards not aligned as a part of the MCREL study.</i>
LA 3.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)	LA 3.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	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.
LA 3.3.2.b Use information in order to complete a task	LA 3.3.2.c Complete a task following multi-step directions.	SL.3.6 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.)
LA 3.3.2.c Listen, ask questions to clarify, and take notes to ensure accuracy of information	LA 3.3.1.e Ask pertinent questions to acquire or confirm information. LA 3.3.3.d Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study. LA 3.3.2.b Ask questions about the purpose and credibility of information being presented in diverse media and formats.	SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA 3.3.2.d Listen to and summarize thoughts, ideas, and information being communicated	LA 3.3.3.d Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.	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.

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2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
<p>LA 3.3.3 Reciprocal Communication: Students will develop and apply reciprocal communication skills.</p>	<p>LA 3.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.</p>	<p><i>N/A Grade level standards not aligned as a part of the MCREL study.</i></p>
<p>LA 3.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)</p>	<p>LA 3.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.</p>	<p>L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). L.3.3.a Choose words and phrases for effect.</p>
<p>LA 3.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)</p>	<p>LA 3.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.</p>	<p>SL.3.1.b Follow agreed-upon rules 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). SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>
<p>LA 3.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats</p>	<p>LA 3.3.1.e Ask pertinent questions to acquire or confirm information.</p> <p>LA 3.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.</p>	<p>SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. SL.3.1.d Explain their own ideas and understanding in light of the discussion.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>

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2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
Multiple Literacies		
LA 3.4 Multiple Literacies: Students will identify, locate, and evaluate information.	LA 3.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.	<i>Comprehensive standards not aligned as a part of the MCREL study.</i>
LA 3.4.1 Multiple Literacies: Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).	LA 3.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).	<i>N/A Grade level standards not aligned as a part of the MCREL study.</i>
LA 3.4.1.a Select and use multiple resources to answer guiding questions (e.g., print, electronic)	LA 3.4.1.a Locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.	W.3.7 Recall information from experiences or gather information from provided sources to answer a question. 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 3.4.1.b Discuss ethical and legal use of information	LA 3.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).	<i>Not Addressed</i>
LA 3.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials)	LA 3.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	<i>Not Addressed</i>
LA 3.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)	LA 3.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	<i>Not Addressed</i>

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2009 NE Standards & Indicators	2014 NE Standards & Indicators	Common Core State Standards
LA 3.4.1.e Identify bias and commercialism (e.g., product placement, advertising)	LA 3.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	<i>Not Addressed</i>
LA 3.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	LA 3.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	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.
LA 3.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	LA 3.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	<i>Not Addressed</i>

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