Suggested Display Option

A popular option for displaying the Common Core Standards within the classroom is to cut them apart and affix each standard card to a length of decorative ribbon or fabric strip hung vertically down the wall. The picture above shows some of the Literacy Standard Cards displayed in this way.
Speaking & Listening

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Language

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We can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

here?  how?

RL.3.1/ Literature
"Key Ideas & Details"

We can 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.

RL.3.2/ Literature
"Key Ideas & Details"
We can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**RL.3.3/ Literature**
“Key Ideas & Details”

We can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

- metaphor
- simile
- personification
- hyperbole
- idiom

**RL.3.4/ Literature**
“Craft & Structure”
We can 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.

**RL.3.5/ Literature**
“Craft & Structure”

We can distinguish their own point of view from that of the narrator or those of the characters.

**RL.3.6/ Literature**
“Craft & Structure”
We can 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).

**RL.3.7/ Literature**

“Integration of Knowledge & Ideas”

We can 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).

**RL.3.9/ Literature**

“Integration of Knowledge & Ideas”
We can, 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.

RL.3.10/ Literature
“Range of Reading Level & Text Complexity”

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

RI.3.1/ Informational Text
“Key Ideas & Details”
We can determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.2/ Informational Text
“Key Ideas & Details”

We can 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.3.3/ Informational Text
“Key Ideas & Details”
We can 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.3.4/ Informational Text
“Craft & Structure”

We can use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.5/ Informational Text
“Craft & Structure”
We can distinguish their own point of view from that of the author of a text.

RI.3.6/ Informational Text
“Craft & Structure”

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.3.7/ Informational Text
“Integration of Knowledge & Ideas”
We can compare and contrast the most important points and key details presented.
We can, 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.

RI.3.10/ Informational Text
“Range of Reading Level & Text Complexity”

THIS CARD IS INTENTIONALLY BLANK
Know and apply grade-level phonics and word analysis skills in decoding words.

We can identify and know the meaning of the most common prefixes and derivational suffixes.

**RF.3.3a/ Foundational Skills**

“Phonics & Word Recognition”

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Know and apply grade-level phonics and word analysis skills in decoding words.

We can decode words with common Latin suffixes.

**RF.3.3b/ Foundational Skills**

“Phonics & Word Recognition”

www.TheSecretStories.com
Know and apply grade-level phonics and word analysis skills in decoding words.

We can decode multi-syllable words.

boisterous

RF.3.3c/ Foundational Skills
“Phonics & Word Recognition”

Know and apply grade-level phonics and word analysis skills in decoding words.

We can read grade-appropriate irregularly spelled words.

country    enough    journey    by

RF.3.3d/ Foundational Skills
“Phonics & Word Recognition”
Read with sufficient accuracy and fluency to support comprehension.

We can read grade-level text with purpose and understanding.

RF.3.4a/ Foundational Skills
“Fluency”
Read with sufficient accuracy and fluency to support comprehension. We can read grade-level prose and poetry orally with accuracy, appropriate rate and expression.

Roses are red, violets are blue...

RF.3.4b/ Foundational Skills
“Fluency”

Read with sufficient accuracy and fluency to support comprehension. We can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RF.3.4c/ Foundational Skill
“Fluency”
Write opinion pieces on topics or texts, supporting a point of view with reasons.

We can introduce the topic or text we are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1a/ Writing “Types & Purposes”

Write opinion pieces on topics or texts, supporting a point of view with reasons.

We can provide reasons that support the opinion.

W.3.1b/ Writing “Types & Purposes”
Write opinion pieces on topics or texts, supporting a point of view with reasons.

We can use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

“You can’t come in because it’s against the rules!”

We can provide a concluding statement or section.

...and they all lived happily ever after.
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

We introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2a/ Writing “Types & Purposes”

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

We can develop the topic with facts, definitions, and details.

W.3.2b/ Writing “Types & Purposes”

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Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

We can use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

"I'll eat cake, but I like cupcakes more!"

W.3.2c/ Writing
“Types & Purposes”

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Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

We can provide a concluding statement or section.

W.3.2d/ Writing
“Types & Purposes”

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Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

We can establish a situation and introduce a narrator and/or characters; organize an event sequence that unfold naturally.

W.3.3/ Writing
“Types & Purposes”

We can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3/ Writing
“Types & Purposes”
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

We can use temporal words and phrases to signal event order.

first        next        then        last
finally      after       before       later

We can provide a sense of closure.
We can, 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.)

W.3.4/ Writing
“Production & Distribution of Writing”

We can, with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
We can, 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.

W.3.6/ Writing
“Production & Distribution of Writing”

We can conduct short research projects that build knowledge about a topic.

W.3.7/ Writing
“Research to Build & Present Knowledge”
We can recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**W.3.8/ Writing**

“Production & Distribution of Writing”

We can 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.

**W.3.10/ Writing**

“Ranges of Writing”
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.

We come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1a/ Speaking & Listening “Comprehension & Collaboration”
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.

We can ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**SL.3.1b/ Speaking & Listening “Comprehension & Collaboration”**

1. Listen
2. Take turns
3.

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.3.1c/ Speaking & Listening “Comprehension & Collaboration”**

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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.

We can explain our own ideas and understanding in light of the discussion.

We can 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.
We can ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

We can 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.

The first President...
We can 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.

We can speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

We can explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

**A noun** is a person, place or thing.

L.3.1a/ Language
“Conventions of Standard English”

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

We can form and use regular and irregular plural nouns.

- Kid → Kids
- Girl → Girls
- Child → Children
- Woman → Women

L.3.1b/ Language
“Conventions of Standard English”
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

We can use abstract nouns (e.g., childhood).

All My Love,
Emma

We can form and use regular and irregular verbs.

See  saw  seen
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

We can form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

The children **played** together.  
The children **play** together.  
The children **will play** together

We can ensure subject-verb and pronoun-antecedent agreement.

Sarah **was** sad because **she** didn’t pass the test.
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

We can form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

heavy heavier heaviest

Coordinating:
(“FANBOYS” - a memory-trick!)
for / and / nor / but
when or / yet / so

Subordinating:
as soon as / after that
whenever / wherever
because / since

L.3.1g/ Language
“Conventions of Standard English”

L.3.1h/ Language
“Conventions of Standard English”

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

We can produce **simple**, **compound**, and **complex** sentences.

Ann picked flowers.

Ann picked the flowers and Sue put them in a basket.

Ann and Sue fell asleep after they finished in the garden.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

We can capitalize appropriate words in titles.

The Secret Garden is my favorite book because the illustrations are so lovely!

L.3.2a/ Language “Conventions of Standard English”

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

We can use commas in addresses.

Miss Summer Spencer
104 East Thistle Dr.
Wheeling, WV 26155

L.3.2b/ Language “Conventions of Standard English”

Dear Summer,

Thank you for inviting me to your birthday party! I had a great time!

Love,
Your Friend,
Emma
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

We can use commas and quotation marks in dialogue.

“Now it’s time to go to bed, so I don’t want to hear any more talking!”

L.3.2c/ Language “Conventions of Standard English”

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Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

We can form and use possessives.

The girl’s doll is broken.

We can use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

sitting smiled cries happiness
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

We can consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

We can choose words and phrases for effect.

The startled girl gasped at the sight of the spider, dancing on its shimmery web.

L.3.3a/ Language
“Knowledge of Language”

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

We can recognize and observe differences between the conventions of spoken and written standard English.

L.3.3b/ Language
“Knowledge of Language”
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

We can use sentence-level context as a clue to the meaning of a word or phrase.

The *torrential* downpour caused extreme flooding and left many drivers stranded.

Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

L.3.4a/ Language “Vocabulary Acquisition & Use”

L.3.4b/ Language “Vocabulary Acquisition & Use”
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

Use a known root word as a clue to the meaning of an unknown word with the same root.

company  companion

L.3.4c/ Language “Vocabulary Acquisition & Use”

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THIS CARD IS INTENTIONALLY BLANK.
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

We can use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words and phrases.

L.3.4d/ Language
“Vocabulary Acquisition & Use”

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

We can distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).

The little boy stole a kiss!

L.3.5a Language
“Vocabulary Acquisition & Use”
Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

We can identify real-life connections between words and their use (e.g., describe people who are friendly or helpful, places in your home that are cozy).

L.3.5b/ Language “Vocabulary Acquisition & Use”

THIS CARD IS INTENTIONALLY BLANK.
Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Distinguish **shades** of meaning among related words that describe state of mind or degrees of certainty.

- knew...
- suspected...
- believed...
- wondered...

We can 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).
We hope you enjoy this set of Common Core Posters for the Literacy Standards!

If you would like the "MADE-TO-MATCH" MATH SET (as part of the 'combined' Literacy & Math set, in either 'standard' or 'WE CAN' version) please visit

http://www.teacherspayteachers.com/Store/Your-Bag-Of-Teaching-Secrets

In addition to these grade-group "Literacy & Math" Poster Sets, Katie continually posts other FREE goodies & special Secret Stories surprises/ support tools, so while there, be sure to "CLICK on FOLLOW ME" to receive notification of FREE Download Windows!

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