COMMON CORE STANDARDS

GRAPHIC ORGANIZERS TO USE

Key Ideas and Details

Common Core Standards	Graphic Organizers to Use
RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	KWL Chart (p. 107) On Target Questions (p. 104) T-chart (p. 40)
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.	Literary Response Scroll (p. 144) Summarizing Sequencer (p. 134) Sequencing Frames (p. 67)
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.	Character Trait Map (p. 123) Character Feelings Flow Map (p. 132) Cause and Effect Rockets (p. 115) Stick Figure Character Map (p. 128)

Craft and Structure

Common Core Standards	Graphic Organizers to Use
RL 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Attribute Chart (p. 76)
RL 3.5 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.	Story Plot Map (p. 139) Poetic Reflections (p. 149)
RL 3.6 Distinguish their own point of view from that of the narrator or those of the characters.	Attribute Chart (p. 76)

Integration of Knowledge and Ideas

Common Core Standards	Graphic Organizers to Use
RL 3.7 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).	Seeing Is Believing (p. 120)
RL 3.8 (Not applicable to literature)	
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).	Attribute Chart (p. 76)

Range of Reading and Complexity of Text

Common Core Standards	Graphic Organizers to Use
RL 3.10 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.	Literature Sharing Board (p. 70) Poetry Peace Map (p. 146) Poetic Reflections (p. 149) Literature Discussion Flapper (p. 64)

COMMON CORE STANDARDS

GRAPHIC ORGANIZERS TO USE

Key Ideas and Details

RI 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	On Target Questions (p. 104)
RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Main Idea Neighborhood (p. 93)
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.	Cause and Effect Rockets (p. 115) Sequencing Frames (p. 67)

Craft and Structure

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.	Vocabulary Flapper (p. 112)
RI 3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Informational Text Features Search (p. 87) Research and Record (p. 99)
RI 3.6 Distinguish their own point of view from that of the author of a text.	Venn Diagram (p. 49)

Integration of Knowledge and Ideas

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).	Seeing Is Believing (p. 120) On Target Questions (p. 104) News Hound Summary (p. 110)
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).	Informational Text Structures (p. 89) Cause and Effect Rockets (p. 115) Sequencing Frames (p. 67)
RI 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	Venn Diagram (p. 49)

Range of Reading and Level of Text Complexity

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.	Informational Text Sharing Board (p. 70) Informational Text Discussion Flapper (p. 63) Research and Record (p. 99) Biographical Bits (p. 95)