

COMMON CORE

SKILLS & STRATEGIES FOR READING

Level 3

Topics Include:

Activate Prior Knowledge,
Follow Directions, Story Sequence,
Vocabulary, Similarities & Differences

COMMON CORE
SKILLS & STRATEGIES FOR READING

Level 3

Level 4

Level 5

Level 6

Level 7

Level 8



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Common Core Skills & Strategies for Reading

The Common Core State Standards (CCSS) provide a consistent, clear understanding of what students are expected to learn. Please refer to the CCSS alignment chart below for a complete definition each alignment in this book. In addition to the chart below, each lesson contains a discrete alignment at the bottom of the page.

Page Number (s)	Common Core State Standards Alignment: Level 3
Pages 2-4	<p>CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>CCSS.ELA-Literacy.L.3.5b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>
Pages 5-6	<p>CCSS.ELA-Literacy.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Page 7	<p>CCSS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>
Pages 8-10	<p>CCSS.ELA-Literacy.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-Literacy.RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>CCSS.ELA-Literacy.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-Literacy.L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>).</p> <p>CCSS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>CCSS.ELA-Literacy.L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</p>
Pages 11-16	<p>CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>CCSS.ELA-Literacy.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>
Pages 17-23	<p>CCSS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>
Pages 24-26: Following directions	<p>CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
Pages 27-28	<p>CCSS.ELA-Literacy.L.3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>
Pages 29-30	<p>CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

Page Number (s)	Common Core State Standards Alignment: Level 3
Pages 31-32	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
Page 33	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Page 34	CCSS.ELA-Literacy.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.
Page 35	CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
Page 36-37	CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. CCSS.ELA-Literacy.L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context.
Page 38	CCSS.ELA-Literacy.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).
Page 39	CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Pages 40-41: Predicting outcomes	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Pages 42-44	CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Pages 45-50	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Page 51	CCSS.ELA-Literacy.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).
Page 52	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
Page 53	CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-Literacy.W.3.2b Develop the topic with facts, definitions, and details.
Page 54	CCSS.ELA-Literacy.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).
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Page 56	CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

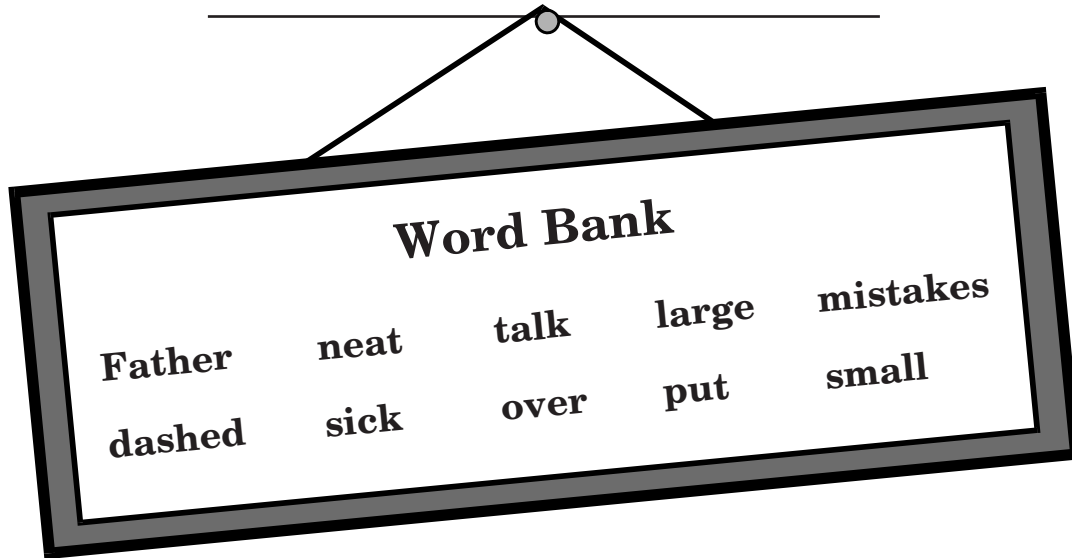
Page Number (s)	Common Core State Standards Alignment: Level 3
Pages 57-62	<p>CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (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>CCSS.ELA-Literacy.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>
Page 63	<p>CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>
Pages 64-65	<p>CCSS.ELA-Literacy.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>CCSS.ELA-Literacy.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>
Page 66	<p>CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>CCSS.ELA-Literacy.L.3.5b Identify real-life connections between words and their use.</p>
Pages 67-69	<p>CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.</p>
Page 70	<p>CCSS.ELA-Literacy.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.</p>
Pages 71-73	<p>CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-Literacy.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.</p>
Page 74	<p>CCSS.ELA-Literacy.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>
Page 75	<p>CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>
Page 76	<p>CCSS.ELA-Literacy.L.3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>
Pages 77-82	<p>CCSS.ELA-Literacy.W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
Pages 83-84	<p>CCSS.ELA-Literacy.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.</p>

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Pages 85-86	CCSS.ELA-Literacy.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).
Pages 87-88	CCSS.ELA-Literacy.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.
Pages 89-95	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Pages 96-99	CCSS.ELA-Literacy.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 CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
Pages 100-101	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-Literacy.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
Pages 102-105	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
Pages 106-110	CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-Literacy.W.3.2b Develop the topic with facts, definitions, and details CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Page 111-112	CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Pages 113-114	CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Pages 115-116	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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Page 119	CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Pages 120-121	CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.Math.Content.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.

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Pages 122-127	<p>CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-Literacy.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</p>
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Page 130	<p>CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.</p>
Page 131	<p>CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
Page 132	<p>CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>

Synonyms are words that have the same or nearly the same meaning. So, tap into what you know—about words—and give it a go!

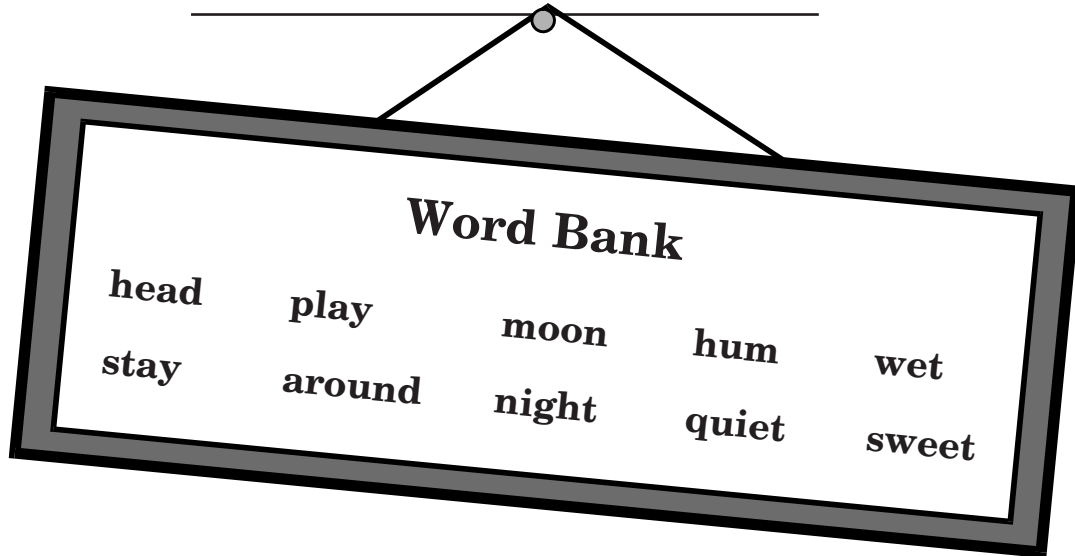
Directions: Select a synonym for the underlined word in the sentences from the Word Bank. Write the synonym on the line.



1. Dad is picking me up from school today. _____
2. The twins keep their bedroom very clean. _____
3. Maria ran across the road. _____
4. The baby became ill at day care. _____
5. Will you speak to my teacher? _____
6. The picture hung above the fireplace. _____
7. The huge bird landed on our deck. _____
8. Please place the plate on the table. _____
9. Four errors were marked on my test. _____
10. Let's order a little pan-size pizza. _____

Did you know that antonyms are words that have opposite meanings? Use what you know about opposites to complete this activity.

Directions: Read the rhymes. Something is wrong—they don't rhyme. Change them by writing the correct antonyms of the underlined words. Use the Word Bank and then read the rhymes again.



1. I always choose toys I can cuddle in bed. _____
My favorite's a bear with a bow on its foot.
2. A playful monkey took my hat one day. _____
I told him he could keep it if he'd go away and rest.
3. How would it be to dance on the sun? _____
I'd like to be first—can you think of a tune?
4. At day by the campfire, I sing my best songs. _____
If you don't know the words you can just yell along.
5. If I could choose an animal to take home for a pet, _____
I would take a penguin, so loud and so dry.
6. While walking in the city and not looking at my feet, _____
I fell into a sewer where the smell was none too sour.

Now that you are an expert on synonyms and antonyms, use what you've learned below.

Directions: In each blank write the letter of the word that is a synonym or antonym of the underlined word.

Synonyms

1. ____ Sue enjoyed the show.
 - a. liked
 - b. watched
 - c. disliked
2. ____ Give me a clue.
 - a. chance
 - b. prize
 - c. hint
3. ____ Open the door.
 - a. lock
 - b. close
 - c. unlock
4. ____ Imagine you are a rock star.
 - a. forget
 - b. pretend
 - c. believe
5. ____ My teacher sent the note.
 - a. envelope
 - b. letter
 - c. picture

Antonyms

1. ____ We climbed up narrow stairs.
 - a. wide
 - b. long
 - c. tall
2. ____ That is not true.
 - a. crazy
 - b. false
 - c. sad
3. ____ Ted will arrive later.
 - a. today
 - b. sooner
 - c. nearer
4. ____ Nothing seems to fit.
 - a. Something
 - b. Everything
 - c. Anything
5. ____ The ice felt smooth.
 - a. slick
 - b. wet
 - c. rough

Always remember to ask yourself: What is the base word? If you do that you will not have any problems with the activity below.

Directions: A base word is a word from which other words are made. Write the base of each word on the line.

Example:

shortest short

- | | | |
|-------------------|--------------------|--------------------|
| 1. teacher _____ | 11. flowers _____ | 21. friendly _____ |
| 2. helpful _____ | 12. branches _____ | 22. foolish _____ |
| 3. clues _____ | 13. braver _____ | 23. repay _____ |
| 4. artist _____ | 14. numbers _____ | 24. owner _____ |
| 5. arrived _____ | 15. unkind _____ | 25. lowest _____ |
| 6. laughed _____ | 16. missed _____ | 26. replace _____ |
| 7. building _____ | 17. trees _____ | 27. tables _____ |
| 8. longest _____ | 18. smaller _____ | 28. started _____ |
| 9. asks _____ | 19. voices _____ | 29. shorter _____ |
| 10. farmer _____ | 20. churches _____ | 30. sleepy _____ |

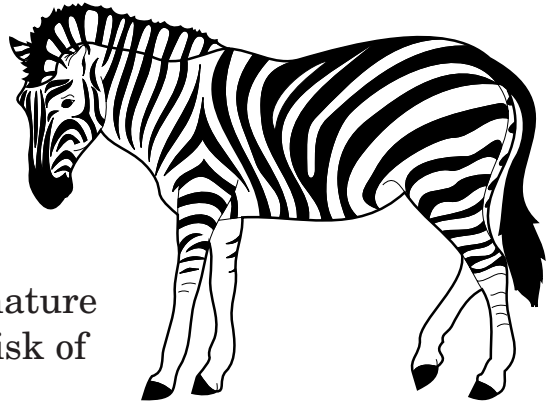
Always be on the lookout for base words.

Directions: Read the story carefully. Then find the bold words and underline the base word for each. Finally, answer the questions.

The Zebra

Zebras are among the most beautiful animals on earth. With their bold black-and-white stripes, they stand **apart** from other **African** animals. They roam **freely** over the large African plains. Many people don't know it, but the zebra is one of the few wild **horses** left in the world **today**. All horses belong to the same animal group, known as *Equus*.

Zebras are **shorter** than most other horses, their ears are **larger**, and some of them make a **barking** sound! Most importantly, only zebras have **stripes**—even their manes are striped! Many zebras have been **killed** for their beautiful **skins**. Fortunately, things are being done to protect zebras now. African governments and wildlife groups have set up nature preserves, where zebras can live without the risk of being **hunted**.



1. Where do all the world's wild zebras live? _____

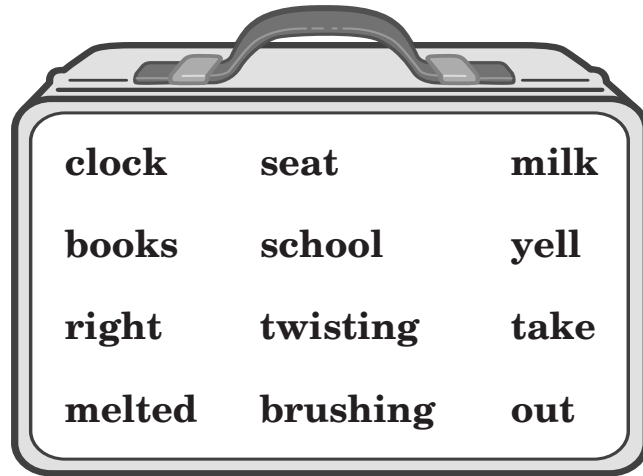
2. What is the animal group to which zebras belong? _____

3. List three things you learned about zebras by reading the selection.

4. How are people trying to help protect zebras? _____

It's really cool to learn about where words in the English language came from. Have fun exploring!

Directions: Write words from the lunch box to replace words in the story that are from Old English and other languages in (). Use each word only once.



Marina was dozing in and (ut) _____ of sleep when she heard her Dad (giellan) _____, “Get up, now! You’re late for (skole) _____.” “Late?” shrieked Marina. He was (riht) _____. As she leapt out of bed, she glanced at the (clocca) _____. She had just eight minutes until the bus arrived. She quickly dressed, throwing on a T-shirt and sneakers. After (twisten) _____ her hair into a quick knot and (broose) _____ her teeth, she tore downstairs and headed toward the door. Dad handed her (boc) _____ to her. He looked sorry. “We’re out of cereal. Get some (milc) _____ when you get to school,” he suggested.

The bus pulled up and Marina sprinted over and hopped on. The only (saeti) _____ left was next to Jarvis, who always smelled a bit like fried bacon. “Yuck,” she thought. As she sat down, she felt something weird and wriggled around a bit. “Oh, no!” she cried to herself as she (meltan) _____ into the seat. She had forgotten to (taka) _____ off her pajama bottoms. It was going to be one of those days.

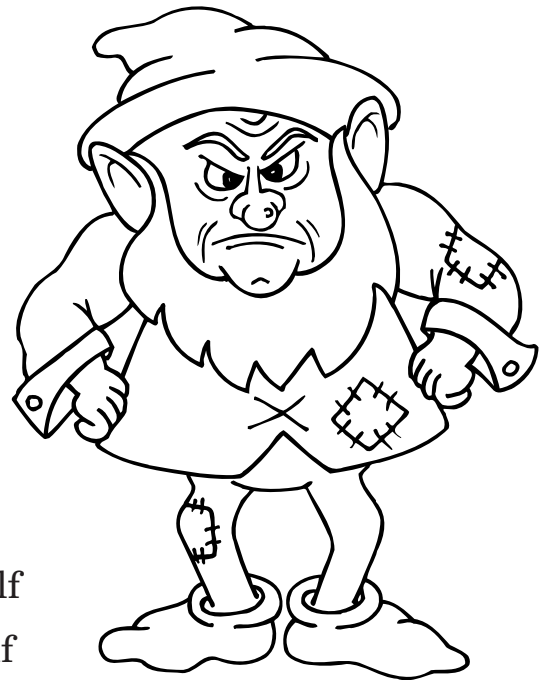
You can unlock the meaning of hundreds of words by knowing the meaning of base words and prefixes.

Directions: The prefix *un* means “not.” Read the story, then add the *un* prefix to the underlined words to change the meaning of the story. Finally, read the story again.

The Cranky Troll

It sounds amazing and a bit ____real, but this tale has been passed down from a very long time ago. I am ____certain where it came from, but it does not make me ____happy to tell it again to you. So here goes.

In a land far away there was an ____happy, ____grateful, and altogether cranky troll named Rolf. He hated just about everything! He thought all rules were ____necessary and that school was boring. He thought all the other troll children and even his teacher were ____friendly. He even hated recess! One day at recess the troll children were picking teams for kickball. They had an ____equal number of players on each team. Of course, the only troll not on a team was Rolf. So the troll children ____easily asked ____kind and ____predictable Rolf to join their team. Well, the rest, as they say, is history. That day Rolf brought in the winning run for his team. Rolf changed from an ____lucky and ____loved little troll into a happy and friendly troll.



Suffixes are groups of letters that when added to the end of a word can change its meaning.

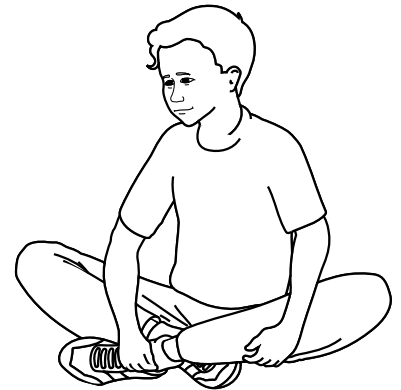
Directions: Read the first sentence in each set. It gives you the base word. In the second and third sentences add the suffixes from the Suffix Box to create new meanings for the base words.

Suffix Box

ly ness ities en est ery ing ition

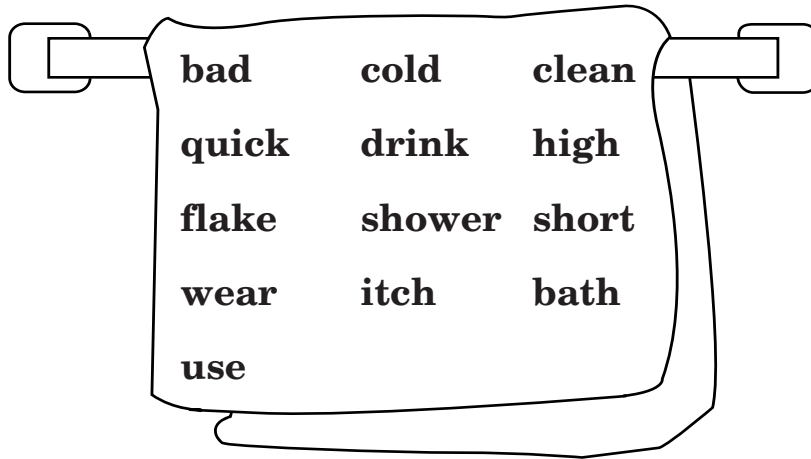
You may use these more than one time.

- A.** 1. The boy is quiet.
2. The boy sits quiet_____.
3. The quiet_____ was not disturbed.
- B.** 1. My grandpa is active and does many things.
2. Grandpa has many fun activ_____ that he enjoys, like golf.
3. He always active_____ tries new things.
- C.** 1. I have a new light in my bedroom.
2. The yellow paint on the walls of my room really help light_____ it up.
3. I put my favorite teddy bear light_____ on my pillows.
- D.** 1. The knight was very brave.
2. He was the brav_____ in the castle.
3. He even got a medal for brav_____.
- E.** 1. Math is my favorite subject. I love to add and subtract.
2. You'll find me add_____ up things all the time.
3. My teacher thinks I'm a great add_____ to her classroom.



Use what you already know about base words and suffixes to create new words below.

Directions: Add the suffix *ly*, *er*, or *ing* to a base word on the towel to complete each sentence. Remember, if a word ends in *e*, take off the *e* before adding *ing*.



- In _____ months, our skin dries out more _____.
- _____ and _____ are common problems.
- In the winter, _____ your skin gently is important.
- _____ is important, but not more than once a day.
- After _____ just pat your skin dry. Don't rub it dry.
- Take _____ bath or showers.
- Avoid _____ itchy fabrics next to your skin
- _____ lots of water will help.
- _____ lotion helps also.
- Keep the heat in your house no _____ than 70 degrees.
- Go to the doctor if your skin starts itching _____.

