

Into the Book online activities address the following Common Core State Standards in English Language Arts for grade 3:

		Strategy	Prior Knowledge	Making Connections		Questioning	Visualizing	Inferring	Summarizing		Evaluating		Synthesizing		Strategies Together		
				Online Activity	Look Inside Your Head				Mountain of Understanding	Slingshot to Understanding	Keys to the Castle	Picture Show	Use the Clues	A Pirate's Life		Monsters to the Rescue	Space Race
Common Core State Standard																	
Literature	3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.				X										X	
	3.RL.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.								X	X						
	3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	X	X	X	X	X	X	X	X	X					X	
	3.RL.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.	X														X
	3.RL.6	Distinguish their own point of view from that of the narrator or those of the characters.										X		X			X
	3.RL.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).			X	X	X	X	X			X	X	X	X		X
	3.RL.10	Read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	X	X	X	X	X	X	X	X	X	X	X				X

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Common Core State Standard																		
Informational Text	3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.					X										X	
	3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.			X							X		X				
	3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	X				X	X	X			X	X					
	3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	X						X		X	X						
	3.RI.6	Distinguish their own point of view from that of the author of a text.										X		X			X	
	3.RI.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).	X		X		X	X	X	X	X	X	X	X	X	X	X	X
	3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).							X	X								X
	3.RI.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.	X		X		X	X	X	X	X	X	X	X	X	X	X	X

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Writing	3.W.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.					X				X	X	X		X	X
	3.W.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.									X	X	X	X	X	
Language	3.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).					X				X	X	X		X	X
	3.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	X	X	X	X	X	X	X	X	X	X	X	X		X
	3.L.5	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).					X				X	X	X		X	X

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Foundational Skills	3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words c. Decode multisyllable words.	X	X	X	X	X	X	X	X	X	X	X	X		X
	3.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	X	X	X	X	X	X	X	X	X	X	X	X		X
	3.RF.4	Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	X	X	X	X	X	X	X	X	X	X	X	X		X
Speaking/ Listening	3.SL.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.			X		X	X	X	X	X	X	X	X		X