



Indiana Department of Education

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Indiana Academic Standards 2020 Grade Three English/Language Arts Standards Correlation Guidance Document

Intentional alignment of instructional practices and curricular materials to the Indiana Academics Standards (IAS) is vital to improving student outcomes. This guide is meant to encourage strong standards-based instruction when utilizing curricular materials not aligned to IAS but to Common Core State Standards (CCSS). Purchased curricula are not designed to perfectly align with IAS and often align with CCSS. Use of this guide will ensure strong alignment to IAS and foster critical conversations around instructional decisions.

Considerations for use:

- Identify the desired IAS;
- Unpack the IAS, referencing the IDOE Literacy Framework;
- Determine the correlating CCSS;
- Consider the differences between IAS and learning objective from CCSS aligned curricular material;
- Identify instructional gaps (in content or complexity) and consider strategies to supplement; and
- Prioritize content in curricular material that is identified in the IAS.

IDOE Literacy Framework provides student success criteria, vertical planning, digital resources, and clarifying examples to consider when planning, implementing, and teaching IAS.

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading Foundations		
LEARNING OUTCOME FOR READING FOUNDATIONS		
3.RF.1: Apply foundational reading skills to build reading fluency and comprehension.	<i>No CCSS equivalent.</i>	
PRINT CONCEPTS		
3.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.		
3.RF.2.2: Students are expected to build upon and continue applying concepts learned previously.		
3.RF.2.3: Students are expected to build upon and continue applying concepts learned previously.		
3.RF.2.4: Students are expected to build upon and continue applying concepts learned previously.		
PHONOLOGICAL AWARENESS		
3.RF.3.1: Students are expected to build upon and continue applying concepts learned previously.		
3.RF.3.2: Students are expected to build upon and continue applying concepts learned previously.		
3.RF.3.3: Students are expected to build upon and continue applying concepts learned previously.		
3.RF.3.4: Students are expected to build upon and continue applying concepts learned previously.		

<p>3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.</p>		
PHONICS		
<p>3.RF.4.1: Students are expected to build upon and continue applying concepts learned previously.</p>		
<p>3.RF.4.2: Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.</p>	<p>RF.3.3.C: Decode multisyllable words.</p>	<p>IAS requires students to utilize the six major syllable patterns to help decode.</p>
<p>3.RF.4.3: Students are expected to build upon and continue applying concepts learned previously.</p>		
<p>3.RF.4.4: Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).</p>	<p>RF.3.3.D: Read grade-appropriate irregularly spelled words.</p>	<p><i>No content differences identified.</i></p>
<p>3.RF.4.5: Know and use more difficult word families when reading unfamiliar words (e.g., -ight).</p>	<p><i>No CCSS equivalent.</i></p>	
<p>3.RF.4.6: Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not= won't) and possessives (e.g., children's, Dennis's).</p>	<p>RF.3.3.A: Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.3.B: Decode words with common Latin suffixes.</p>	<p>IAS requires students to read irregular contractions and possessives.</p>

FLUENCY

3.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

RF.3.4: Read with sufficient accuracy and fluency to support comprehension.

RF.3.4.A: Read grade-level text with purpose and understanding.

RF.2.4.B: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

IAS combines all CCSS standards with no significant content differences.

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading Literature		
LEARNING OUTCOME FOR READING LITERATURE		
3.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.	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.	<i>No content differences identified.</i>
KEY IDEAS AND TEXTUAL SUPPORT		
3.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<i>No content differences identified.</i>
3.RL.2.2: Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	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.	IAS requires students to focus on themes.
3.RL.2.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	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	<i>No content differences identified.</i>
3.RL.2.4: Students are expected to build upon and continue applying concepts learned previously.		
STRUCTURAL ELEMENTS AND ORGANIZATION		
3.RL.3.1: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.	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.	<i>No content differences identified.</i>

3.RL.3.2: Distinguish personal point of view from that of the narrator or those of the characters.	RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.	<i>No content differences identified.</i>
CONNECTION OF IDEAS		
3.RL.4.1: 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: 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).	<i>No content differences identified.</i>
3.RL.4.2: 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: 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).	<i>No content differences identified.</i>

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading Nonfiction		
LEARNING OUTCOME FOR READING NONFICTION		
<p>3.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.</p>	<p>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.</p>	<p><i>No content differences identified.</i></p>
KEY IDEAS AND TEXTUAL SUPPORT		
<p>3.RN.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>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><i>No content differences identified.</i></p>
<p>3.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</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><i>No content differences identified.</i></p>
<p>3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.</p>	<p>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>	<p><i>No content differences identified.</i></p>

FEATURES AND STRUCTURES

<p>3.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).</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>IAS combines skills from CCSS RI.3.5 and 3.7.</p>
<p>3.RN.3.2: Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.</p>	<p><i>No CCSS equivalent.</i></p>	
<p>3.RN.3.3: Distinguish one’s own perspective from that of the author of the text.</p>	<p>RI.3.6: Distinguish their own point of view from that of the author of a text.</p>	<p><i>No content differences identified.</i></p>
<h2>CONNECTION OF IDEAS</h2>		
<p>3.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.</p>	<p><i>No CCSS equivalent.</i></p>	
<p>3.RN.4.2: Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><i>No content differences identified.</i></p>
<p>3.RN.4.3: Standard begins at sixth grade.</p>		

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading Vocabulary		
LEARNING OUTCOMES FOR READING VOCABULARY		
3.RV.1: Build and use accurately conversational, general academic, and content-specific words and phrases.	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., <i>After dinner that night we went looking for them</i>).	<i>No content differences identified.</i>
VOCABULARY BUILDING		
3.RV.2.1: Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	L.3.4.A: Use sentence-level context as a clue to the meaning of a word or phrase.	IAS requires students to use text features and context clues.
3.RV.2.2: Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).	<i>No CCSS equivalent.</i>	
3.RV.2.3: Standard begins at sixth grade.		
3.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.	L.3.4.C: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).	IAS requires students to identify why affixes are added to a root word.
3.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	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.	<i>No content differences identified.</i>
VOCABULARY IN LITERATURE AND NONFICTION TEXTS		
3.RV.3.1: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).	L.3.5.A: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	IAS requires students to determine how the author uses words and phrases to provide meaning.

<p>3.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.</p>	<p>L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>	<p><i>No content differences identified.</i></p>
<p>3.RV.3.3: Recognize and understand the meanings of idioms in context.</p>	<p><i>No CCSS equivalent.</i></p>	

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Writing		
LEARNING OUTCOME FOR WRITING		
<p>3.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.</p>	<p>W.3.10: 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.</p>	<p><i>No content differences identified.</i></p>
HANDWRITING		
<p>3.W.2.1: Write legibly in print or cursive, leaving space between letters in a word, words in a sentence, and words at the edges of the paper.</p>	<p><i>No CCSS equivalent.</i></p>	
<p>3.W.2.2: Students are expected to build upon and continue applying concepts learned previously.</p>		
WRITING GENRES		
<p>3.W.3.1: Write persuasive compositions in a variety of forms that:</p> <ol style="list-style-type: none"> a. State the opinion in an introductory statement or section. b. Support the opinion with reasons in an organized way. c. Connect opinion and reasons using words and phrases. d. Provide a concluding statement or section. 	<p>W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.1.A: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1.B: Provide reasons that support the opinion.</p> <p>W.3.1.C: Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p>	<p><i>No content differences identified.</i></p>

	W.3.1.D: Provide a concluding statement or section.	
<p>3.W.3.2: Write informative compositions on a variety of topics that:</p> <ol style="list-style-type: none"> State the topic, develop a main idea for the introductory paragraph, and group related information together. Develop the topic with facts and details. Connect ideas within categories of information using words and phrases. Use text features (e.g., pictures, graphics) when useful to aid comprehension. Provide a concluding statement or section. 	<p>W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2.A: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W.3.2.B: Develop the topic with facts, definitions, and details.</p> <p>W.3.2.C: Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>W.3.2.D: Provide a concluding statement or section.</p>	<p>IAS requires students to use text features when writing informative compositions.</p>

<p>3.W.3.3: Write narrative compositions in a variety of forms that:</p> <ol style="list-style-type: none"> a. Establish an introduction (e.g., situation, narrator, characters). b. Include specific descriptive details and clear event sequences. c. Include dialogue. d. Connect ideas and events using introduction and transition words 	<p>W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.3.A: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3.B: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>W.3.3.C: Use temporal words and phrases to signal event order.</p> <p>W.3.3.D: Provide a sense of closure.</p>	<p><i>No content differences identified.</i></p>
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THE WRITING PROCESS

<p>3.W.4: Apply the writing process to –</p> <ol style="list-style-type: none"> a. Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents. 	<p>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 here.)</p> <p>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.</p>	<p><i>No content differences identified.</i></p>
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THE RESEARCH PROCESS

<p>3.W.5: Conduct short research on a topic.</p> <ol style="list-style-type: none"> a. Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). b. Locate information in reference texts, electronic resources, or through interviews. c. Recognize that some sources may be more reliable than others. d. Record relevant information in their own words. 	<p>W.3.7: Conduct short research projects that build knowledge about a topic.</p> <p>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.</p>	<p>IAS requires students to identify a specific topic or question, locate information, check reliability of sources, and record relevant information.</p>
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CONVENTIONS OF STANDARD ENGLISH

<p>3.W.6.1: Demonstrate command of English grammar and usage, focusing on:</p>	<p>L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><i>No content differences identified.</i></p>
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<p>3.W.6.1a: Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).</p>	<p>L.3.1.A: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1.B: Form and use regular and irregular plural nouns.</p> <p>L.3.1.C: Use abstract nouns (e.g., <i>childhood</i>).</p>	<p>IAS combines skills from CCSS 3.1.A-C.</p>
<p>3.W.6.1b: Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.</p>	<p>L.3.1.D: Form and use regular and irregular verbs.</p> <p>L.3.1.E: Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>L.3.1.F: Ensure subject-verb and pronoun-antecedent agreement.</p>	<p>IAS combines skills from CCSS 3.1.D-F.</p>
<p>3.W.6.1c: Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.</p>	<p>L.3.1.G: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>IAS requires students to explain the functions of adjectives and adverbs in addition to writing sentences that include them.</p>
<p>3.W.6.1d: Prepositions – Standard begins at fourth grade.</p>		
<p>3.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or)</p>	<p>L.3.1.H: Use coordinating and subordinating conjunctions.</p> <p>L.3.1.I: Produce simple, compound, and complex sentences.</p>	<p>IAS requires students to correctly write simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences correctly.</p>
<p>3.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>	<p>L.3.2: Demonstrate command of the conventions of standard English</p>	<p><i>No content differences identified.</i></p>

	capitalization, punctuation, and spelling when writing.	
3.W.6.2a: Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	L.3.2.A: Capitalize appropriate words in titles.	IAS requires students to capitalize historical periods, company names, product names, and special events along with appropriate words in titles.
3.W.6.2b: Punctuation – a. Correctly using apostrophes to form contractions and singular and plural possessives. b. Using quotation marks to mark direct speech. c. Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).	L.3.2.B: Use commas in addresses. L.3.2.C: Use commas and quotation marks in dialogue. L.3.2.D: Form and use possessives.	IAS requires students to correctly use apostrophes to form contractions, use quotations to mark direct speech, and use commas for coordinating adjectives.
3.W.6.2c: Spelling – a. Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. b. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing.	L.3.2.E: 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>). L.3.2.F: Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. L.3.2.G: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	IAS focuses on conventional spelling for high-frequency words and spelling patterns when writing.

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Speaking and Listening		
LEARNING OUTCOME FOR SPEAKING AND LISTENING		
<p>3.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>	<p><i>No CCSS equivalent.</i></p>	
DISCUSSION AND COLLABORATION		
<p>3.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.</p>	<p>SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><i>No content differences identified.</i></p>
<p>3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.</p>	<p>SL.3.1.A: 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.</p>	<p>CCSS explicitly states students come prepared whereas IAS standards imply preparedness.</p>
<p>3.SL.2.3: Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.</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).</p>	<p><i>No content differences identified.</i></p>
<p>3.SL.2.4: Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.</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.</p>	<p><i>No content differences identified.</i></p>

3.SL.2.5: Explain personal ideas and understanding in reference to the discussion.	SL.3.1.D: Explain their own ideas and understanding in light of the discussion.	<i>No content differences identified</i>
COMPREHENSION		
3.SL.3.1: Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.	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.	IAS requires students to retell, paraphrase, and explain the main idea and supporting details.
3.SL.3.2: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<i>No content differences identified.</i>
PRESENTATION OF KNOWLEDGE AND IDEAS		
3.SL.4.1: Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.	<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> <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 here for specific expectations.)</p>	IAS combines skills from CCSS SL.3.4-3.6.
3.SL.4.2: Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.	<i>No CCSS equivalent.</i>	

3.SL.4.3: Students are expected to build upon and continue applying conventions learned previously.		
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IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Media Literacy		
LEARNING OUTCOME FOR MEDIA LITERACY		
2.ML.1: Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.	No CCSS equivalent.	
MEDIA LITERACY		
3.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	No CCSS equivalent.	
3.ML.2.1: Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.	No CCSS equivalent.	

Unaligned CCSS		
<i>The following CCSS are not aligned to IAS in grade three.</i>		
RL.3.4: 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.		
RI.3.4: 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> .		
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).		