Common Core State Standards Correlation

Under the Quilt of Night Lesson Plans and Resources

The lesson plans and resources for use with Under the Quilt of Night correlate with the following English Language Arts Common Core State Standards for third grade.

**Asking Questions Lesson Plan and Resources**

Reading: Informational Text

**RI.3.1** – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**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.

**RI.3.10** – By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading: Foundational Skills

**RF.3.3** – Know and apply grade-level phonics and word analysis skills in decoding words.

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

Writing

**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.

Speaking & Listening

**SL.3.1c** – Ask and answer questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**SL.3.1d** – Explain their own ideas and understanding in the light of the discussion.

**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.

**SL.3.3** – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Language

**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 (eg, After dinner that night we went looking for them).
Understanding Text Structure Lesson Plan and Resources

Reading: Informational Text
RI.3.5 – Use text features and search tools (eg, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.7 – Use information gained from illustrations (eg, maps, photographs) and the words in a text to demonstrate understanding of the text (eg where, when why and how key events occur).
RI.3.8 – Describe the logical connections between particular sentences and paragraphs in a text (eg, comparison, cause/effect, first/second/third in a sequence).
RI.3.10 – By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading: Foundational Skills
RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.

Writing
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.

Speaking & Listening
SL.3.1d – Explain their own ideas and understanding in the light of the discussion.
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.
SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Language
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 (eg, After dinner that night we went looking for them).
Synthesizing Text Structure Lesson Plan and Resources

Reading: Informational Text

RI.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
RI.3.2 – Determine the main idea of a text; recount the key details and explain how they support the main idea.
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.
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.
RI.3.5 – Use text features and search tools (eg, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6 – Distinguish their own point of view from that of the author of the text.
RI.3.7 – Use information gained from illustrations (eg, maps, photographs) and the words in a text to demonstrate understanding of the text (eg where, when why and how key events occur).
RI.3.8 – Describe the logical connections between particular sentences and paragraphs in a text (eg, comparison, cause/effect, first/second/third in a sequence).
RI.3.10 – By the end of the year, read and comprehend informational texts, including history/social studies, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading: Foundational Skills

RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.

Writing

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.

Speaking & Listening

SL.3.1c – Ask and answer questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1d – Explain their own ideas and understanding in the light of the discussion.
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Under the Quilt of Night Lesson Plans and Resources

**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.

**SL.3.3** – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Language

**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 (eg, *After dinner that night we went looking for them*).

**Vocabulary Lesson Plan and Resources**

Language

**L.3.4a** – Use sentence-level context as a clue to the meaning of a word or phrase.

**L.3.5b** – Identify real-life connections between words and their use (eg, identify people who are *friendly* or *helpful*).

**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 (eg, *After dinner that night we went looking for them*).