beanstack

Common Core State Standards - Grade 3

English Language Arts

Reading Standards for Literature

Key Ideas and Details		
Standard	**Description**	**Beanstack Alignment**
	Students can:	Media specialists/teachers can:
CCSS.ELA.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• customize challenge activities to assess students' abilities to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • assign and track student understanding of a literary text using reading validation challenges.
CCSS.ELA.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.	• customize challenge activities to assess students' abilities to recount stories, determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text. • assign and link to books and stories from diverse cultures within the Beanstack Genre Challenge. • use the Beanstack book review feature for students to recount stories, determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.
CCSS.ELA.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.	• customize challenge activities to require students to describe characters in a story and explain how their actions contribute to the sequence of events.
Craft and Structure		

Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	● customize challenge activities to assess students' abilities to determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CCSS.ELA.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.	● customize the Beanstack Poetry Challenge template to link to a variety of poems and poetry resources and to require students to refer to parts of poems, describing how each successive part builds on earlier sections. ● customize the Beanstack Genre Challenge to cover specific genres or dramas and ask students to describe how each successive of the text builds on earlier sections using appropriate vocabulary. ● customize challenge activities to require students to refer to parts of texts, using the appropriate terms, and describe how each successive part builds on earlier sections.
CCSS.ELA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	● customize challenge activities to require students to distinguish their own point of view from that of the narrator or those of the characters. ● use the Beanstack book review feature for students to review the text and distinguish their point of view from that of the narrator or those of the characters.
Integration of Knowledge and Ideas		
Standard	**Description**	**Beanstack Alignment**

	Students can:	Media specialists/teachers can:
CCSS.ELA.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).	● customize challenge activities to assess students' abilities to explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. ● assign and link illustrated texts from your library's collections within a challenge's reading list.
CCSS.ELA.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).	● customize challenge activities to require students to compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. ● create a reading list challenge to assign books written by the same author about the same or similar characters.

Range of Reading and Level of Text Complexity

Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.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.	● customize the Beanstack Poetry Challenge template to link to a variety of poems and poetry resources at the high end of the grades 2-3 text complexity band for students to read and comprehend, independently and proficiently. ● customize the Beanstack Genre Challenge to cover specific genres and texts at the high end of the grades 2-3 text complexity band to read and comprehend. ● provide integrated reading content and link to library materials for students to read and comprehend, independently and proficiently. ● track students' reading logs with various reports and insights that

		assess reading habits, which correlate to grade-level reading proficiency and comprehension. ● create compelling reading challenges, badges, and rewards to motivate students to read independently. ● run reading competitions and encourage students to build reading streaks by logging daily reading sessions. ● assign and track student comprehension of a literary text using reading validation challenges.

Reading Standards for Informational Text

Key Ideas and Details		
Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	● assign Short Stacks nonfiction articles to require students to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● customize challenge activities to assess students' abilities to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● assign and track student understanding of an informational text using reading validation challenges. ● assign Beanstack's curated ebook challenge collections and require students to ask and answer questions to demonstrate their understanding of an informational text.

CCSS.ELA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	• assign Short Stacks nonfiction articles to require students to determine the main idea of a text, recount the key details, and explain how they support the main idea. • instruct students to utilize the highlight and annotate features in Short Stacks nonfiction articles when recording the main idea and key details. • customize challenge activities to assess students' abilities to determine the main idea of a text, recount the key details, and explain how they support the main idea. • assign Beanstack's curated ebook challenge collections and require students to determine the main idea, recount key details, and explain how they support the main idea.
CCSS.ELA.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.	• assign Short Stacks nonfiction articles to require students to describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures, using language that pertains to time, sequence, and cause/effect. • instruct students to utilize the highlight and annotate features in Short Stacks nonfiction articles when recording the relationship between historical events, scientific ideas or concepts, or steps in technical procedures. • customize challenge activities to assess students' abilities to describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures, using language that pertains to time, sequence, and cause/effect. • assign Beanstack's curated ebook challenge collections and require students to describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures.

Craft and Structure

Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.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.	- assign Short Stacks nonfiction articles to require students to determine the meaning of general academic and domain-specific words and phrases. - model and instruct students to utilize the highlight, annotate, and read-aloud features in Short Stacks nonfiction articles to aid in determining the meaning of general and domain-specific words and phrases. - customize challenge activities to assess students' abilities to determine the meaning of general academic and domain-specific words and phrases in a text. - assign Beanstack's curated ebook challenge collections and require students to determine the meaning of academic and domain-specific words and phrases.
CCSS.ELA.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	- assign Short Stacks nonfiction articles and create activities that require students to use text features to locate information relevant to a given topic. - customize challenge activities to assess students' abilities to use text features and search tools to locate information relevant to a given topic.
CCSS.ELA.RI.3.6	Distinguish their own point of view from that of the author of a text.	- assign Short Stacks nonfiction articles to require students to distinguish their point of view from that of the author. - instruct students to utilize the highlight and annotate features in

		Short Stacks nonfiction articles when recording the author's point of view and their own point of view. ● customize challenge activities to assess students' abilities to distinguish their own point of view from that of the author. ● assign Beanstack's curated ebook challenge collections and require students to distinguish their own point of view from that of the authors of the texts.

Integration of Knowledge and Ideas

Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.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).	● assign Short Stacks nonfiction articles to require students to use information gained from illustrations and the words in a text to demonstrate understanding. ● instruct students to utilize the highlight and annotate features in Short Stacks nonfiction articles when recording information gained from illustrations and words in a text to demonstrate understanding. ● customize challenge activities to assess students' abilities to use information gained from illustrations and the words in a text to demonstrate understanding. ● assign Beanstack's curated ebook challenge collections and require students to demonstrate their understanding of the texts using information gained from illustrations and words in the texts.
CCSS.ELA.RI.3.8	Describe the logical connection between particular sentences and	● assign Short Stacks nonfiction articles to require students to describe logical connections between particular sentences and

Standard	Description	Beanstack Alignment
	paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	paragraphs in a text. ● instruct students to utilize the highlight and annotate features in Short Stacks nonfiction articles when recording connections between particular sentences and paragraphs in a text. ● customize challenge activities to assess students' abilities to describe the logical connections between particular sentences and paragraphs in a text. ● assign Beanstack's curated ebook challenge collections and require students to describe the connection between particular sentences and paragraphs in a text.
CCSS.ELA.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	● assign Short Stacks nonfiction articles alongside other texts on the same topic and ask students to compare and contrast the most important points and key details. ● customize challenge activities to assess students' abilities to compare and contrast the most important points and key details presented in two texts on the same topic. ● assign Beanstack's curated ebook challenge collections and require students to compare and contrast the most important points and key details presented in two texts on the same topic.
Range of Reading and Level of Text Complexity		
Standard	**Description**	**Beanstack Alignment**
	Students can:	Media specialists/teachers can:
CCSS.ELA.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies,	● assign Beanstack's curated ebook challenge collections that feature scientific, historical, and technical nonfiction content. ● assign Short Stacks, Beanstack's original leveled reading content,

	science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	which features historical and scientific articles, to help students improve their independent reading proficiency. ● provide integrated reading content and link to library materials for students to read and comprehend, independently and proficiently. ● track students' reading logs with various reports and insights that assess reading habits, which correlate to grade-level reading proficiency and comprehension. ● create compelling reading challenges, badges, and rewards to motivate students to read informational texts independently. ● run reading competitions and encourage students to build reading streaks by logging daily reading sessions. ● assign and track student comprehension of informational texts using reading validation challenges.

Reading Standards: Foundational Skills

Fluency		
Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.RF.3.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	● listen as a student reads their independent reading book aloud to assess student accuracy and fluency and then review the appropriateness of text levels in their reading log. ● assign and link grade-level texts within a challenge's reading list for in-class or independent reading.

	b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	- assign students to a small group to practice reading Short Stacks nonfiction articles aloud. - allow students of differing abilities the opportunity to preview texts before reading aloud or use the read-aloud feature in Short Stacks nonfiction articles to hear fluent reading modeled. - modify challenge activities to include links to differentiated content, a specific book or books, and customize read-aloud activities. - customize the Beanstack Poetry Challenge template to link to a variety of grade-level prose and poetry and assess student fluency on successive readings.

Writing Standards

Text Types and Purposes		
Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that	- assign Short Stacks nonfiction articles and ask students to write opinion pieces about the article, supporting a point of view with reasons. - instruct students to utilize the highlight and annotate features in Short Stacks nonfiction articles when gathering reasons to support opinion writing.

	lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.	● customize challenge activities to assess students' abilities to write opinion pieces on topics or texts, supporting a point of view with reasons. ● use the Beanstack book review feature for students to review a text by writing an opinion piece, supporting a point of view with reasons.
CCSS.ELA.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	● assign Short Stacks nonfiction articles to model how to write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● instruct students to utilize the highlight and annotate features in Short Stacks nonfiction articles when gathering information, facts, definitions, and details about a topic for their informative/explanatory writing. ● customize challenge activities to include composing informational/explanatory texts to examine a topic and convey ideas and information clearly. ● assign Beanstack's curated ebook challenge collections and require students write an informative/explanatory text based on the collections topic.
CCSS.ELA.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	● customize challenge activities to include composing narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ● link resources in challenge activities that provide examples of

	a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	grade-appropriate narrative writing, including examples of event sequence, dialogue, and descriptive details.

Production and Distribution of Writing

Standard	Description	Beanstack Alignment
	Students can:	Media specialists/teachers can:
CCSS.ELA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	● assign Short Stacks nonfiction articles and examine the development and organization of the article, using the article as an example for students to produce their own writing. ● customize challenge activities to include texts and resources that can be used to support students in producing their own writing in which the development and organization are appropriate to task and purpose.
CCSS.ELA.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	● link resources within and assign Short Stacks nonfiction articles to teach students how to use technology to produce and publish writing, as well as to interact and collaborate with others. ● customize challenge activities to assess students' abilities to use

	collaborate with others.	technology to produce and publish writing, as well as to interact and collaborate with others.
Research to Build and Present Knowledge		
Standard	**Description**	**Beanstack Alignment**
	Students can:	Media specialists/teachers can:
CCSS.ELA.W.3.7	Conduct short research projects that build knowledge about a topic.	- launch a short research project using Beanstack's curated ebook reading challenges and add challenge activities that ask students to build knowledge on the topic. - assign Short Stacks nonfiction articles and instruct students to utilize the highlight and annotate features in Short Stacks nonfiction articles when building knowledge about a topic for a short research project. - customize challenge activities to require students to conduct short research projects that build knowledge about a topic.
CCSS.ELA.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.	- assign Short Stacks nonfiction articles and Beanstack's curated ebook reading challenges for students to gather information, take notes on sources, and sort evidence into provided categories. - have students gather information using the highlight feature in Short Stacks nonfiction articles and take brief notes using the annotate feature. - link resources within and customize challenge activities to provide students with sources to gather information, take notes on sources, and sort evidence into provided categories. - assign Beanstack's curated ebook challenge collections and require students to use the texts to gather information, take

		notes, and sort evidence into categories.

Language Standards

Vocabulary Acquisition and Use		
Standard	**Description**	**Beanstack Alignment**
	Students can:	Media specialists/teachers can:
CCSS.ELA.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. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to	- assign Short Stacks nonfiction articles to aid students in determining the meaning of unfamiliar and multiple-meaning words. - instruct students to use the highlight feature to make note of unknown words and the annotate feature to record the meaning when using Short Stacks nonfiction articles. - instruct students using a text to read aloud and think aloud, then assist students in using sentence-level context to determine the meaning of unfamiliar and multiple-meaning words. - customize challenge activities to assess students' abilities to determine the meaning of unfamiliar and multiple-meaning words. - link digital glossaries or dictionaries in challenge activities to aid students in determining or clarifying the precise meaning of keywords and phrases.

	determine or clarify the precise meaning of key words and phrases.	
CCSS.ELA.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	● assign Short Stacks nonfiction articles and create accompanying activities for students to demonstrate understanding of word relationships and nuances in word meanings. ● instruct students using a text to read aloud and think aloud, then assist students in understanding word relationships and nuances in word meanings. ● customize challenge activities to assess students' abilities to demonstrate an understanding of word relationships and nuances in word meanings. ● link resources in challenge activities to aid students in distinguishing the literal and nonliteral meanings of words and phrases, identifying real-life connections between words and their use, and distinguishing shades of meaning among related words that describe states of mind or degrees of certainty.
CCSS.ELA.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., After dinner that night we went looking for them).	● assign Short Stacks nonfiction articles for students to acquire and use academic and domain-specific words and phrases accurately. ● use the Beanstack book review feature for students to review a text and accurately use grade-appropriate conversational, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. ● customize challenge activities to assess students' abilities to use academic and domain-specific words and phrases accurately.