

Grade/ Standard	Reading Foundational	Reading Literature	Reading Informational	Writing	Writing His/SS/Tec	Speaking & Listening	Language
3.1		RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> o A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. o B. Provide reasons that support the opinion. o C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. o D. Provide a concluding statement or section. 	Embedded within the K-5 standard	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> o 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. o 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). o C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. o D. Explain their own ideas and understanding in light of the discussion. 	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> o A. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. o B. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. o C. Use reciprocal pronouns correctly. o D. Form and use regular and irregular plural nouns. o E. Use abstract nouns (e.g., childhood). o F. Form and use regular and irregular verbs. o G. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. o H. Ensure subject-verb and pronoun-antecedent agreement.* o I. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. o J. Use coordinating and subordinating conjunctions. o K. Produce simple, compound, and complex sentences.

3.2		<p>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.</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>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> o A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. o B. Develop the topic with facts, definitions, and details. o 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. 	<p>Embedded within the K-5 standard</p>	<p>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.</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> o A. Capitalize appropriate words in titles. o B. Use commas in addresses. o C. Use commas and quotation marks in dialogue. o D. Form and use possessives. o E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). o F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. o G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
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3.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>	<p>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>	<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>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>o A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>o 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>o C. Use temporal words and phrases to signal event order.</p> <p>o D. Provide a sense of closure.</p>	Embedded within the K-5 standard	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>o A. Choose words and phrases for effect.*</p> <p>o B. Recognize and observe differences between the conventions of spoken and written standard English.</p>
3.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</p>	<p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. (See grade 3 Language standards 4- 6 for additional expectations.)</p>	<p>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. (See grade 3 Language standards 4-6 for additional expectations.)</p>	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	Embedded within the K-5 standard	<p>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>A. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.</p>	<p>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>o A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>o 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).</p> <p>o C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.</p>

3.5		<p>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.</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>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Embedded within the K-5 standard</p>	<p>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>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> o A. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). o B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). o C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
3.6		<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p>	<p>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>Embedded within the K-5 standard</p>	<p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>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).</p>
3.7		<p>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).</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>Conduct short research projects that build knowledge about a topic.</p>	<p>Embedded within the K-5 standard</p>		
3.8		<p>Standard is Not applicable To Reading Literature</p>	<p>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).</p>	<p>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>Embedded within the K-5 standard</p>		

3.9		<p>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).</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>(Begins in grade 4)</p>	<p>Embedded within the K-5 standard</p>		
3.1		<p>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.</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>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>Embedded within the K-5 standard</p>		