

ELA Pacing Guide

2020-2021

3rd Grade



The English Language Arts pacing guide is constructed from the 2016 Arizona English Language Arts Standards that were adopted December 2016.

The first section of this document outlines the elements of an effective balanced literacy block. Each component of the balanced literacy block aligns with our district adopted ELA resources.

All ELA standards (Reading Foundational Skills, Writing Foundational Skills, Reading for Literature, Reading for Informational Text, Writing, Language, and Speaking and Listening) have identified learning targets, aligned to Pearson ReadyGEN, and are paced out throughout the year. Please refer to the color-coordinated key in order to determine the background information on a given standard and/or learning target.

The ELP standards are embedded and aligned within the AzELA Standards. Any additional ELP standards that do not currently align are included within the yearlong standard section of this document.

AzM2 ELA Blueprint 2016 Standards

Grades 3-5 Reporting Category	Min.	Max.
Reading Standards for Literature	26%	35%
Reading Standards for Informational Text	26%	35%
<i>Reading for Informational Text</i>	26%	22%
<i>Listening Comprehension</i>	0%	13%
Writing and Language	26%	38%
<i>Writing</i>	13%	19%
<i>Language</i>	13%	19%

In Grades 3-5 some items in the Reading and Language strands will also be aligned to the standards for Reading: Foundational Skills.

Key:

Green: Essential Standards

Blue: Skills students learned in the prior grade-level

Red: Gap Learning Target-Not embedded in ReadyGEN Curriculum Resources-supplemental resources provided.

Teal: Learning Target is not taught until Quarter 4 within ReadyGen curriculum. The Learning Target has been moved to Q1, Q2, or Q3.

Purple: Additional clarification to existing Learning Target or additional Learning Target based upon AzMERIT content limits and task demands.

The GESD Pacing Guides were created by a panel of Teachers and Achievement advisors with the additional input and guidance from Principals and Assistant Principals. The GESD Pacing Guides are revised yearly through feedback and committee work. Thank you for all input and support.

Glendale Elementary School District's 3-5 Balanced Literacy Framework (160 Minutes)

Balanced literacy is a framework for systematic and explicit reading instruction that includes: phonological awareness, phonics, comprehension, vocabulary, and fluency instruction in order to develop independent readers and writers.

	Teacher Actions	Student Actions	Resources Utilized
<p style="text-align: center;">Word Study/ Reading Foundational Skills (15-20 Minutes)</p> <p><i>Purpose: Word Study enables development of phonemic awareness, phonics, morphology, syllabication, and spelling. Through these direct and inquiry-based learning experiences, students examine word structures, spelling patterns, and meaning.</i></p>	<ul style="list-style-type: none"> • Phonograms • Segmenting • Decoding • Blending • Sight Words • Syllable Rules and Patterns • Morphology • Specific and Immediate Feedback 	<ul style="list-style-type: none"> • Apply phonograms in order to decode and read words fluently • Write words using knowledge of phonograms, syllable patterns, and morphology • Identify, sort, divide, and read multi-syllabic words • Read sight words fluently • Use feedback to set goals for improvement • Determine the meaning of unknown words and phrases using knowledge of word parts 	<ul style="list-style-type: none"> • Pearson ReadyGEN • GESD Phonics Continuum
<p style="text-align: center;">Whole Group Instruction/ Launch Lesson (20 Minutes)</p> <p><i>Purpose: Comprehension extends flexibility and strategic application of strategies and skills in a variety of genres, increasing the ability to effectively construct meaning through the application of comprehension skills.</i></p>	<ul style="list-style-type: none"> • Expose students to text above grade-level • Model close reading and comprehension strategies, including rereading the text for multiple purposes • Demonstrate proficient and fluent reading • Model fix-up reading strategies • Expose students to a variety of genres • Model the use of context clues to determine the meaning of unknown words 	<ul style="list-style-type: none"> • Utilize comprehension strategies while reading • Ask and answer questions while reading and explain strategies used to understand a text • Read (or listen to) a wide variety of text types • Utilize a variety of strategies (context clues, picture clues) to determine meaning of words • Closely read and annotate text, including rereading for different purposes • Practice fluent reading through multiple readings of a variety of texts 	<ul style="list-style-type: none"> • Pearson ReadyGEN • Appendix B • Essential Literature • E-Books
<p style="text-align: center;">Guided Reading (60-80 Minutes)</p> <p><i>Purpose: Small group instruction provides individualized targeted support for students based on instructional reading levels as well as student strategy and skill needs. Every small group meets with the teacher every day.</i></p>	<ul style="list-style-type: none"> • Identify instructional and independent reading levels through running records and informal assessments • Plan explicit lessons for grouped students at their instructional level • Prompt and reinforce reading behaviors during guided reading • Expose students to a variety of genres • Model, guide, and reinforce good reading behaviors and strategies 	<ul style="list-style-type: none"> • Read increasingly challenging text with fluency, accuracy, and understanding • Monitor comprehension and utilize strategies to increase understanding • Read and respond to a wide range of text • Build reading stamina • Extend application of skills and strategies during independent reading 	<ul style="list-style-type: none"> • Pearson ReadyGEN • 95% Group • Guided Reading Bookroom • Jan Richardson Lesson Plans • Rigby-Running Record
<p style="text-align: center;">Writing (40 Minutes)</p> <p><i>Purpose: Writing instruction explicitly teaches the writing process, including specific writing strategies to strengthen writing specific to each genre.</i></p>	<ul style="list-style-type: none"> • Handwriting Instruction • Model proficient writing across multiple genres • Model the writing process, including selecting the appropriate Thinking Map for genre and purpose • Facilitate shared and guided writing practice • Confer with students to provide feedback on a writing piece and set goals • Extend literary analysis to writing for a specific task and purpose • Model how to cite and paraphrase textual evidence 	<ul style="list-style-type: none"> • Connect reading textual analysis by responding in writing using text evidence • Select appropriate Thinking Maps to brainstorm and draft writing for a specific purpose • Write increasingly complex and connected sentences using varied sentence structure • Participate in the writing process, including collaborating with others • Present writing in small group and whole class presentations • Participate in writing conferences and set goals to monitor learning 	<ul style="list-style-type: none"> • PAF Writing Instructions • Thinking Maps • Write from the Beginning • Pearson ReadyGEN

Year Long Standards:

Range of Reading Levels and text Complexity

3.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

IIIR4:HI-20 applying understanding of content vocabulary within math, science and social studies text.

Range of Writing:

3.W.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.

Range of Reading Staircase to Complexity

2nd-3rd Grade Lexile Range: 420-820

*Text used during Tier 1 instruction should fall within the above Lexile band to build upon increased text complexity throughout the year.

Standard	Quarter 1 Unit 1	Quarter 2 Unit 2	Quarter 3 Unit 3	Quarter 4 Unit 4
Reading Standards: Foundational Skills				
3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or multisyllabic words.	<ul style="list-style-type: none"> ○ Decode and read words with: <ul style="list-style-type: none"> ● long vowel digraphs ee, ea, ai, ay, oa, and ow ● /ou/ spelled ou ● ow and /oi/ spelled oi and oy ○ Decode and read two-syllable words with short vowels. ○ Apply grade-level phonics skills in decoding words, including multi-syllable words. ○ Decode and read words with the syllable patterns: <ul style="list-style-type: none"> ● V/CV ● VC/V 	<ul style="list-style-type: none"> ○ Decode and read compound words. ○ Decode and read contractions. ○ Decode and read words with: <ul style="list-style-type: none"> ● 2-and3-letter consonant blends ● consonant digraphs ● spellings of /j/, /s/, and /k/ ● the consonant patterns wr, kn, gn, st, mb ○ Decode multi-syllable words. 	<ul style="list-style-type: none"> ○ Decode and read homophones. ○ Decode and read words with: <ul style="list-style-type: none"> ● r-controlled vowels ir, er, ur, ear, or, ar, ore, oar ● the vowel pattern a, au, aw, al, augh, ough ○ Decode multi-syllable words. ○ Decode and read words with the syllable patterns: <ul style="list-style-type: none"> ● VCCCV ● CV/VC 	<ul style="list-style-type: none"> ○ Know and apply grade-level phonics and word analysis skills in decoding words. ○ Decode and read words with: <ul style="list-style-type: none"> ● the vowel patterns ei and eigh ● the suffixes -y, -ish, -hood, -ment ● the vowel digraphs oo, ew, ue, ui ● schwa ● the final syllables -ture, -tion, -sion, -ion, -tive, -sive, -ize ○ Decode multi-syllable words
3.RF.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	<ul style="list-style-type: none"> ○ Decode and read plurals with the endings -s, -es, and -ies. 	<ul style="list-style-type: none"> ○ Decode and read words with: <ul style="list-style-type: none"> ● prefixes un-, re-, mis-, dis-, non- ● suffixes -ly, -ful, -ness, -less, -able, -ible 	<ul style="list-style-type: none"> ○ Decode and read words with: <ul style="list-style-type: none"> ● prefixes pre-, mid-, over-, bi-, out-, and de- ● suffixes -er, -or, -ess, -ist 	<ul style="list-style-type: none"> ○ Identify and know the meaning of the most common prefixes and derivational suffixes. ○ Decode and read words with the prefixes im-, in-. ○ Decode and read related

				words.
3.RF.3b Decode words with common Latin suffixes.		○ Decode words with common Latin suffixes.	○ Decode words with common Latin suffixes.	○ Decode words with common Latin suffixes.
3.RF.3c Apply knowledge of the six-syllable types to grade-level words accurately.	○ Decode and read words from all syllable types: <ul style="list-style-type: none"> • Closed (CVC) • Vowel-Consonant-e (VCe) • Open (CV) • Vowel Teams (including diphthongs) • Consonant -le 	○ Decode and read words from all syllable types: <ul style="list-style-type: none"> • Closed (CVC) • Vowel-Consonant-e (VCe) • Open (CV) • Vowel Teams (including diphthongs) • Consonant -le 	○ Decode and read words from all syllable types: <ul style="list-style-type: none"> • Closed (CVC) • Vowel-Consonant-e (VCe) • Open (CV) • r-controlled (ar, er, ir, or, ur) • Vowel Teams (including diphthongs) • Consonant -le 	○ Decode and read words from all syllable types: <ul style="list-style-type: none"> • Closed (CVC) • Vowel-Consonant-e (VCe) • Open (CV) • r-controlled (ar, er, ir, or, ur) • Vowel Teams (including diphthongs) • Consonant -le
3.RF.3d Read grade-appropriate irregularly spelled words.	○ Read high-frequency words.	○ Read high-frequency words.	○ Decode and read irregular plurals. ○ Read high-frequency words.	○ Read high-frequency words.
3.RF.4 Read with sufficient accuracy and fluency to support comprehension. 3.RF.4a Read on-level text with purpose and understanding.	○ Read grade-level text with purpose and understanding.	○ Read grade-level text with purpose and understanding.	○ Explore and closely read text. ○ Read grade-level text with purpose and understanding.	○ Read grade-level text with purpose and understanding.
3.RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	○ Read grade-level text with appropriate expression. ○ Read grade-level text with accuracy.	○ Read grade-level text with appropriate expression. ○ Read grade-level text with accuracy.	○ Read grade-level text with appropriate expression. ○ Read grade-level text with accuracy.	○ Read grade-level text with appropriate expression. ○ Read grade-level text with accuracy.
3.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	○ Use context as an aid to word recognition and understanding.	○ Use context clues to understand vocabulary.	○ Use context to confirm or self-correct word recognition or understanding, rereading as necessary.	
Writing Standards: Foundational Skills				
3.WF.1 Demonstrate and apply handwriting skills. 3.WF.1a Read and write cursive letters, upper and lower case.	○ Read and write cursive letters, upper and lower case.	○ Read and write cursive letters, upper and lower case.	○ Read and write cursive letters, upper and lower case.	○ Read and write cursive letters, upper and lower case.
3.WF.1b Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.		○ Transcribe ideas legibly in manuscripts, with appropriate spacing and indentation.	○ Transcribe ideas legibly in manuscripts, with appropriate spacing and indentation.	○ Transcribe ideas legibly in manuscripts and cursive, with appropriate spacing and indentation.
3.WF.3 Know and apply spelling conventions and patterns. 3.WF.3a Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old,-ind,-ost,-ild families).	○ Encode and spell words with: <ul style="list-style-type: none"> • long vowel digraphs ee, ea, ai, ay, oa, and ow • /ou/ spelled ou • /oi/ spelled oi and oy ○ Encode and spell words with the syllable patterns:	○ Encode and spell words with: <ul style="list-style-type: none"> • consonant digraphs • spellings of /j/, /s/, and /k/ • the consonant patterns wr, kn, gn, st, mb 	○ Encode and spell words with: <ul style="list-style-type: none"> • r-controlled vowels ir, er, ur, ear, or, ar, ore, oar • the vowel pattern a, au, aw, al, augh, ough ○ Encode and spell words with the syllable patterns:	○ Know and apply grade-level phonics and word analysis skills in decoding words. ○ Encode and spell words with: <ul style="list-style-type: none"> • the vowel patterns ei and eigh • the vowel digraphs oo,

	<ul style="list-style-type: none"> • V/CV • VC/V 		<ul style="list-style-type: none"> • VCCCV • CV/VC 	<ul style="list-style-type: none"> ew, ue, ui • schwa
3.WF.3b Identify language of origin for words, as noted in dictionaries.		<ul style="list-style-type: none"> ○ Consult reference materials to check language of origin 		<ul style="list-style-type: none"> ○ Consult reference materials to check language of origin
3.WF.3c Spell singular and plural possessives (e.g., teacher's, teachers').	<ul style="list-style-type: none"> ○ Encode and spell plurals with the endings -s, -es, and -ies. 	<ul style="list-style-type: none"> ○ Encode and spell singular and plural possessives 		
<p>3.WF.3d Spell regular two- and three-syllable words that:</p> <p>3.WF.3d1 Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le.</p>	<ul style="list-style-type: none"> ○ Encode and spell two-syllable words with: <ul style="list-style-type: none"> • Closed (CVC) • Vowel-Consonant-e (VCe) • Open (CV) • Vowel Teams (including diphthongs) • Consonant -le ○ Encode and spell multi-syllable words. 	<ul style="list-style-type: none"> ○ Encode and spell compound words. ○ Encode and spell contractions. ○ Encode and spell words with: <ul style="list-style-type: none"> • 2- and 3- letter consonant blends • consonant digraphs • spellings of /j/, /s/, and /k/ • the consonant patterns wr, kn, gn, st, mb ○ Encode and spell two-syllable words with: <ul style="list-style-type: none"> • Closed (CVC) • Vowel-Consonant-e (VCe) • Open (CV) • Vowel Teams (including diphthongs) • Consonant -le 	<ul style="list-style-type: none"> ○ Encode and spell two-syllable words with: <ul style="list-style-type: none"> • Closed (CVC) • Vowel-Consonant-e (VCe) • Open (CV) • r-controlled (ar, er, ir, or, ur) • Vowel Teams (including diphthongs) • Consonant -le ○ Encode and spell homophones. ○ Encode and spell multi-syllable words. 	<ul style="list-style-type: none"> ○ Encode and spell two-syllable words with: <ul style="list-style-type: none"> • Closed (CVC) • Vowel-Consonant-e (VCe) • Open (CV) • r-controlled (ar, er, ir, or, ur) • Vowel Teams (including diphthongs) • Consonant -le ○ Encode and spell words with: <ul style="list-style-type: none"> • the suffixes -y, -ish, -hood, -ment • the final syllables -ture, -tion, -sion, -ion, -tive, -sive, -ize ○ Encode and spell multi-syllable words.
3.WF.3d2 Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-, -able, -ness, -ful, -tion).	<ul style="list-style-type: none"> ○ Add endings to base words. 	<ul style="list-style-type: none"> ○ Encode and spell words with: <ul style="list-style-type: none"> • prefixes un-, re-, mis-, dis-, non- • suffixes -ly, -ful, -ness, -less, -able, -ible 	<ul style="list-style-type: none"> ○ Encode and spell words with: <ul style="list-style-type: none"> • prefixes pre-, mid-, over-, bi-, out-, and de- • suffixes -er, -or, -ess, -ist 	<ul style="list-style-type: none"> ○ Identify and know the meaning of the most common prefixes and derivational suffixes. ○ Encode and spell words with the prefixes im-, in-. ○ Encode and spell related words.
3.WF.3e Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including: 3.WF.3e1 Irregular words 3.WF.3e2 Pattern-based words.	<ul style="list-style-type: none"> ○ Encode and spell high-frequency words. 	<ul style="list-style-type: none"> ○ Encode and spell high-frequency words. 	<ul style="list-style-type: none"> ○ Encode and read irregular plurals. ○ Encode and spell high-frequency words. 	<ul style="list-style-type: none"> ○ Encode and spell high-frequency words.
Reading Standards for Literature				
3.RL.1 Ask and answer questions	<ul style="list-style-type: none"> ○ Ask and answer questions to 	<ul style="list-style-type: none"> ○ Ask and answer questions to 	<ul style="list-style-type: none"> ○ Ask and answer questions to 	<ul style="list-style-type: none"> ○ Ask and answer questions to

<p>to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <i>Connects to 3.SL.2</i> 2-3:S1-I-1 ask and answer questions about an increasing number of key details that support the main idea by using evidence from a text.</p>	<p>demonstrate understanding of a text.</p> <ul style="list-style-type: none"> Explicitly refer to the text when asking and answering questions. Answer questions using details in text where both the question and details are explicit. Provide support for an inference with details that are explicitly or implicitly stated in the text. 	<p>demonstrate understanding of a text.</p> <ul style="list-style-type: none"> Explicitly refer to the text when asking and answering questions. Answer questions using details in text where both the question and details are explicit. Provide support for an inference with details that are explicitly or implicitly stated in the text. 	<p>demonstrate understanding of the text.</p> <ul style="list-style-type: none"> Explicitly refer to the text when asking and answering questions. Answer questions using details in text where both the question and details are explicit. Provide support for an inference with details that are explicitly or implicitly stated in the text. 	<p>demonstrate understanding of the text.</p> <ul style="list-style-type: none"> Explicitly refer to the text when asking and answering questions. Answer questions using details in text where both the question and details are explicit. Provide support for an inference with details that are explicitly or implicitly stated in the text.
<p>3.RL.2 Recount and paraphrase 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. <i>Connects to 3.SL.2</i> 2-3:S1-I-2 determine main topic or central message, lesson, or moral. 2-3:S1-I-4 recount a variety of texts.</p>	<ul style="list-style-type: none"> Recognize and determine key ideas and details in a text. Determine the main idea or central message (implicitly or explicitly stated in the text) and explain how it is conveyed through key details in a text (details can be explicitly or implicitly stated). Sequence key details to retell the story (the details should be explicitly stated in the text). 	<ul style="list-style-type: none"> Understand key ideas and details of a text and how they help the reader understand the central message. Recount and paraphrase stories and determine the main idea or central message (implicitly or explicitly stated in the text) and explain how it is conveyed through key details in a text (details can be explicitly or implicitly stated). Explain how a legend's central message is conveyed through key details. Sequence key details to retell the story (the details should be explicitly stated in the text). 	<ul style="list-style-type: none"> Explain how the central message, lesson, or moral of the story is conveyed through key details in the text. Recount and paraphrase stories and determine the central message, lesson or moral of fables, folktales and myths, from diverse cultures. Determine the main idea or central message (implicitly or explicitly stated in the text) and explain how it is conveyed through key details in a text (details can be explicitly or implicitly stated). Sequence key details to retell the story (the details should be explicitly stated in the text). 	<ul style="list-style-type: none"> Recount key details and explain how they support the main idea or central message. Determine the main idea or central message (implicitly or explicitly stated in the text) and explain how it is conveyed through key details in a text (details can be explicitly or implicitly stated). Sequence key details to retell the story (the details should be explicitly stated in the text).
<p>3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 2-3:S1-I-3 explain how key details support the main ideas or message.</p>	<ul style="list-style-type: none"> Describe characters in a story and explain how their actions that may be explicitly or implicitly stated in the text contribute to the sequence of events. Understand and explain that characters' actions (explicit or implicit) impact the sequence of events in a story. Describe characters' traits and feelings. 	<ul style="list-style-type: none"> Analyze how character's actions affect the sequence of events in a narrative. Describe the traits, motivations and feelings of characters. Understand that a central message is conveyed through the actions of a main character. Analyze how character's actions reveal their feelings. 	<ul style="list-style-type: none"> Describe characters and explain how their actions transmit experiences. Describe characters in a story and explain how their traits and actions contribute to the sequence of events. Describe how the characters in the stories solve their problems over time. Understand character motivations and actions 	<ul style="list-style-type: none"> Describe characters in a story and explain how their traits and actions contribute to the sequence of events or plot in a story. Describe characters and their actions (explicit or implicit). Describe how character's actions influence the plot or series of historical events in a text. Describe how a character's

	<ul style="list-style-type: none"> ○ Understand characters' motivations and actions. ○ Describe how characters change over time. ○ Identify how a character contributes to the sequence of events. ○ Explain and demonstrate how characters identify problems and find solutions over time. ○ Explain how characters respond to situations. ○ Describe how a character's personality, motivations, and feelings affect the development of the plot using explicit and implicit details from the text as support. ○ Identify and describe the characteristics or features of characters and their actions that are explicitly stated in the text to support an inference that has been given. 	<ul style="list-style-type: none"> ○ Describe a character's (explicit or implicit) actions. ○ Describe how character's changing motivations and feelings affect their actions. ○ Compare and contrast character's actions, motivations, and feelings across texts. ○ Describe how a character's personality, motivations, and feelings affect the development of the plot using explicit and implicit details from the text as support. ○ Identify and describe the characteristics or features of characters and their actions that are explicitly stated in the text to support an inference that has been given. 	<ul style="list-style-type: none"> (explicit or implicit) in the story. ○ Describe how characters change over time. ○ Explain how characters identify problems and solutions. ○ Describe how characters' actions influence the plot or series of historical events in a text. ○ Describe how a character's personality, motivations, and feelings affect the development of the plot using explicit and implicit details from the text as support. ○ Identify and describe the characteristics or features of characters and their actions that are explicitly stated in the text to support an inference that has been given. 	<ul style="list-style-type: none"> personality, motivations, and feelings affect the development of the plot using explicit and implicit details from the text as support. ○ Identify and describe the characteristics or features of characters and their actions that are explicitly stated in the text to support an inference that has been given.
<p>3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. 2-3:S2-I-1 determine the meaning of less-frequently occurring words and phrases and content specific words. 2-3:S2-I-2 determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. 2-3:S2-I-3 apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>	<ul style="list-style-type: none"> ○ Determine the meaning of general, academic, and domain-specific words in a text and use them in conversation. ○ Determine the meaning or and distinguish literal and nonliteral meanings of words and phrases in context (explicitly or implicitly stated in the text). 	<ul style="list-style-type: none"> ○ Determine the meaning of general, academic, and domain-specific words in a text and use them in conversation. ○ Determine the meaning of words and phrases by using context clues that are explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> ○ Determine the meaning of and use academic domain-specific words in a text. ○ Determine the meaning of and distinguish literal and nonliteral meanings of words and phrases in context (explicitly or implicitly stated in the text). 	<ul style="list-style-type: none"> ○ Determine the meaning of and use academic domain-specific words in a text. ○ Determine the meaning of words and phrases by using context clues that are explicitly or implicitly stated in the text.

<p>3.RL.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>	<ul style="list-style-type: none"> ○ Explain how a book is structured. ○ Describe how each successive part of a text builds on earlier sections. ○ Refer to parts of stories, dramas, and poems when writing or speaking, using appropriate terms such as chapter. ○ Provide support for a given inference about the cause or effect of an event from the text. ○ Analyze how multiple events relate to each other and lead to subsequent critical events. ○ Produce an inference about the structure of a text using text-based evidence that may be either explicit or implicit. 	<ul style="list-style-type: none"> ○ Provide support for a given inference about the cause or effect of an event from the text. ○ Analyze how multiple events relate to each other and lead to subsequent critical events. ○ Produce an inference about the structure of a text using text-based evidence that may be either explicit or implicit. 	<ul style="list-style-type: none"> ○ Describe how the book is structured. ○ Refer to parts of stories, dramas, and poems when writing or speaking about a text using terms such as chapter. ○ Describe how each successive part of a text (story, drama, or poem) builds on earlier sections. ○ Refer to parts of stories, dramas, and poems when writing or speaking. ○ Provide support for a given inference about the cause or effect of an event from the text. ○ Analyze how multiple events relate to each other and lead to subsequent critical events. ○ Produce an inference about the structure of a text using text-based evidence that may be either explicit or implicit. 	<ul style="list-style-type: none"> ○ Describe how each successive part of a text builds on earlier sections to reveal the story's big idea. ○ Describe how each successive part of a story builds on earlier parts. ○ Produce writing that is developed and organized. ○ Refer to parts of dramas when writing about a text, using terms such as scene. ○ Describe how each part of a drama builds on earlier parts. ○ Provide support for a given inference about the cause or effect of an event from the text. ○ Analyze how multiple events relate to each other and lead to subsequent critical events. ○ Produce an inference about the structure of a text using text-based evidence that may be either explicit or implicit.
<p>3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<ul style="list-style-type: none"> ○ Identify narrator or character point of view. ○ Distinguish one's own point of view from that of the narrator or those of the characters. 		<ul style="list-style-type: none"> ○ Distinguish different points of view and support with evidence. ○ Identify the point of view of the narrator, character, and reader. ○ Support a point of view with evidence from the text. ○ Distinguish own point of view from that of the narrator or those of the characters. ○ Use a narrator's or character's point of view to help develop your own point of view. 	
<p>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).</p>	<ul style="list-style-type: none"> ○ Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. ○ Select words from the text 	<ul style="list-style-type: none"> ○ Explain how the illustrations in a story convey the story's mood. ○ Explain how the illustrations in a story contribute to what is conveyed by the words. 	<ul style="list-style-type: none"> ○ Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. ○ Understand and explain how 	<ul style="list-style-type: none"> ○ Select words from the text that demonstrate how the illustration relates to the text.

<p>2-3:S1-I-5 Use information gained from illustrations (e.g., maps, photographs) to better understand the text.</p>	<p>that demonstrate how the illustration relates to the text.</p>	<ul style="list-style-type: none"> ○ Understand key details using illustrations. ○ Select words from the text that demonstrate how the illustration relates to the text. 	<p>illustrations contribute to the meaning of the text.</p> <ul style="list-style-type: none"> ○ Support a point of view with evidence from the text and illustrations. ○ Select words from the text that demonstrate how the illustration relates to the text. 	
<p>3.RL.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>	<ul style="list-style-type: none"> ○ Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters using details from both texts. 		<ul style="list-style-type: none"> ○ Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters using details from both texts. 	
<p>Reading Standards for Informational Text</p>				
<p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <i>Connects to 3.SL.2</i> 2-3:S1-I-1 ask and answer questions about an increasing number of key details that support the main idea by using evidence from a text.</p>	<ul style="list-style-type: none"> ○ Ask and answer questions to demonstrate understanding of a text. ○ Ask and answer questions to demonstrate understanding of a text, referring specifically and explicitly to the text. ○ Answer questions using details from the text where both the information within the question stem and the details are explicit. ○ Provide support for an inference with details that are explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> ○ Ask and answer questions to demonstrate understanding of a text. ○ Ask and answer questions to demonstrate understanding of two texts. ○ Answer questions using details from the text where both the information within the question stem and the details are explicit. ○ Provide support for an inference with details that are explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> ○ Ask and answer questions to demonstrate understanding of a text. ○ Refer explicitly to the text when asking and answering questions about the text. ○ Answer questions using details from the text where both the information within the question stem and the details are explicit. ○ Provide support for an inference with details that are explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> ○ Ask and answer questions to demonstrate understanding of a text. ○ Refer explicitly to the text when asking and answering questions about the text. ○ Answer questions using details from the text where both the information within the question stem and the details are explicit. ○ Provide support for an inference with details that are explicitly or implicitly stated in the text.
<p>3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea. <i>Connects to 3.SL.2</i> 2-3:S1-I-2 determine main topic or central message, lesson, or moral. 2-3:S1-I-4 recount a variety of texts.</p>	<ul style="list-style-type: none"> ○ Determine the main idea (explicitly or implicitly stated in the text) and explain how it is conveyed through key details in a text. ○ Understand and explain a sequence of events described in informational text. ○ Read text closely for key ideas and details. ○ Recount and paraphrase key details and use text evidence to explain how they support the main idea of a text. 	<ul style="list-style-type: none"> ○ Determine the main idea of a text and recount and paraphrase the key details. ○ Determine the main idea or central message and explain how it is conveyed through key details of two texts. ○ Determine the main idea (explicitly or implicitly stated) of a text; recount key details and explain how they support the main idea. ○ Determine a main idea and explain how it is supported by 	<ul style="list-style-type: none"> ○ Determine the main idea (explicitly or implicitly stated in the text) and explain how it is conveyed through key details in a text. ○ Understand and explain a sequence of events and describe an informational text. ○ Read text closely for key ideas and details. ○ Recount and paraphrase key details and use text evidence to explain how they support 	<ul style="list-style-type: none"> ○ Recount and paraphrase key details and explain how they support the main idea or central message. ○ Determine the main idea and explain how it is conveyed through key details in a text. ○ Use text evidence to explain the main idea of a text and recount and paraphrase key details. ○ Determine a main idea and explain how it is supported by a single detail.

	<ul style="list-style-type: none"> ○ Determine a main idea and explain how it is supported by a single detail. 	a single detail.	<p>the main idea of a text.</p> <ul style="list-style-type: none"> ○ Determine a main idea and explain how it is supported by a single detail. 	
<p>3.RI.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. 2-3:S1-I-3 explain how key details support the main ideas or message.</p>	<ul style="list-style-type: none"> ○ Identify and describe relationships between events, concepts, and steps that may be explicitly or implicitly stated in the text. ○ Identify and describe relationships between events, concepts, and steps or language used to describe these relationships explicitly stated in the text to support an inference that has been given. ○ Describe the relationship between scientific concepts using cause and effect. ○ Describe cause and effect. 	<ul style="list-style-type: none"> ○ Identify and describe relationships between events, concepts, and steps that may be explicitly or implicitly stated in the text and use the text to support. ○ Identify and describe relationships between events, concepts, and steps or language used to describe these relationships explicitly stated in the text to support an inference that has been given. ○ Describe the relationship between scientific concepts using cause and effect. ○ Describe cause and effect. 	<ul style="list-style-type: none"> ○ Identify and describe relationships between events, concepts, and steps that may be explicitly or implicitly stated in the text. ○ Identify and describe relationships between events, concepts, and steps or language used to describe these relationships explicitly stated in the text to support an inference that has been given. ○ Describe the relationship between scientific concepts using cause and effect. ○ Describe cause and effect. ○ Describe how character’s actions influence the plot or series of historical events in a text. ○ Describe the relationship between a series of historical events, such as the evolution of types of government. ○ Describe the relationship of historical events using language that pertains to time, sequence, and cause/effect. ○ Describe relationships between events, concepts, and steps using explicit and implicit details from the text as support. 	<ul style="list-style-type: none"> ○ Describe the relationship between a series of historical events using language that pertains to cause and effect. ○ Describe how character’s actions influence the plot or series of historical events in a text. ○ Describe the relationship between a series of historical events, such as the evolution of types of government. ○ Describe the relationship of historical events using language that pertains to time, sequence, and cause/effect. ○ Describe relationships between events, concepts, and steps using explicit and implicit details from the text as support.
<p>3.RI.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. 2-3:S2-I-2 determine the</p>	<ul style="list-style-type: none"> ○ Determine the meaning of words or phrases and use academic and domain-specific words in a text when the meaning is explicitly stated in the text. 	<ul style="list-style-type: none"> ○ Determine the meaning of words or phrases and use academic and domain-specific words in a text when the meaning is explicitly stated in the text. 	<ul style="list-style-type: none"> ○ Determine the meaning of words or phrases and use academic and domain-specific words in a text when the meaning is explicitly stated in the text. 	<ul style="list-style-type: none"> ○ Determine the meaning of words or phrases and use academic and domain-specific words in a text when the meaning is explicitly stated in the text.

<p>meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. 2-3:S2-I-3 apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</p>	<ul style="list-style-type: none"> Determine the meaning of words or phrases using context clues that are explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> Determine the meaning of words or phrases using context clues that are explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> Determine the meaning of words or phrases using context clues that are explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> Determine the meaning of words or phrases using context clues that are explicitly or implicitly stated in the text.
	<ul style="list-style-type: none"> Use information gained from illustrations to locate information relevant to a given topic. Use text features and search tools to locate information relevant to a given topic efficiently. 	<ul style="list-style-type: none"> Use information gained from illustrations to locate information relevant to a given topic. Use text features to locate information relevant to a given topic efficiently. 	<ul style="list-style-type: none"> Use text features and search tools to locate information relevant to a given topic efficiently. 	<ul style="list-style-type: none"> Use text features and search tools to locate information efficiently.
<p>3.RI.6 Distinguish their own point of view from that of the author of a text.</p>	<ul style="list-style-type: none"> Identify various points of view in a text. 	<ul style="list-style-type: none"> Distinguish their own point of view from that of the author of a text. Identify various points of view in a text. 	<ul style="list-style-type: none"> Identify various points of view in a text. 	<ul style="list-style-type: none"> Distinguish their own point of view from that of the author of a text. Identify various points of view in a text.
<p>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). 2-3:S1-I-5 Use information gained from illustrations (e.g., maps, photographs) to better understand the text.</p>	<ul style="list-style-type: none"> Understand how to convey information about main ideas and details through text features and illustrations. Use information gained from illustrations and words in a text to demonstrate understanding of the text. Select words from the text that demonstrate how the illustration relates to the text. Determine the impact of an illustration on a text. 	<ul style="list-style-type: none"> Use information gained from illustrations and words in a text to demonstrate understanding of the text. Select words from the text that demonstrate how the illustration relates to the text. Determine the impact of an illustration on a text. 	<ul style="list-style-type: none"> Use information gained from illustrations and the words in the text to demonstrate understanding of the text. Understand and explain how illustrations contribute to the meaning of the text. Select words from the text that demonstrate how the illustration relates to the text. Determine the impact of an illustration on a text. 	<ul style="list-style-type: none"> Use information gained from illustrations and the words in the text to demonstrate understanding of the text. Determine how illustrations, photographs, and words in a text can be sources of information. Use the illustrations and words in a text as sources of information that can be used to demonstrate understanding of the text. Focus on how illustrations can be sources of information. Select words from the text that demonstrate how the illustration relates to the text. Determine the impact of an

<p>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).</p>	<ul style="list-style-type: none"> ○ Make logical connections between sentences and paragraphs. ○ Select words or phrases from the passage to demonstrate how the author connects elements of the text. ○ Select an explanation for how and/or why the author connects elements of the text. 	<ul style="list-style-type: none"> ○ Make logical connections between sentences and paragraphs. ○ Select words or phrases from the passage to demonstrate how the author connects elements of the text. ○ Select an explanation for how and/or why the author connects elements of the text. 	<ul style="list-style-type: none"> ○ Make logical connections between sentences and paragraphs. ○ Select words or phrases from the passage to demonstrate how the author connects elements of the text. ○ Select an explanation for how and/or why the author connects elements of the text. 	<p>illustration on a text.</p> <ul style="list-style-type: none"> ○ Make logical connections between sentences and paragraphs. ○ Select words or phrases from the passage to demonstrate how the author connects elements of the text. ○ Select an explanation for how and/or why the author connects elements of the text.
<p>3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>		<ul style="list-style-type: none"> ○ Compare and contrast the most important points and key details presented in two texts on the same topic. 		<ul style="list-style-type: none"> ○ Compare and contrast the most important points and key details presented in two texts. ○ Compare and contrast the main idea and key details presented in two texts.
<p>Writing Standards</p>				
<p>3.W.1 Write opinion pieces (e.g. letters, speech, essays) on topics or texts, supporting a point of view with reasons. (WFTB Expository Manual Pgs. 95-115) 2-3:S4-I-1 express an opinion on a topic with details. 2-3:S4-I-2 supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge. 2-3:S9-I-1 apply understanding of how text types are organized (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons) in complex texts.</p>			<ul style="list-style-type: none"> ○ Explore and analyze genres of opinion writing. ○ Explore how opinion writing includes examples from the text. ○ Write an opinion piece on a topic. ○ Explore writing about topics with a point of view. 	<ul style="list-style-type: none"> ○ Write an opinion piece on a topic. ○ Support an opinion with reasons. ○ Analyze how opinion pieces express a point of view. ○ Analyze different ways writers share an opinion about a topic. ○ Analyze how to write opinions about reading.

<p>3.W.1a Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.</p>		<ul style="list-style-type: none"> ○ Analyze how writers create an organizational structure that lists reasons. ○ Create an organizational structure that lists reasons. 	<ul style="list-style-type: none"> ○ Write opinion pieces on topics or texts, supporting a point of view with reasons. ○ Explore how authors introduce topics. ○ Introduce a topic. ○ Analyze how writers create an organizational structure that lists reasons. ○ Create an organizational structure that lists reasons. 	<ul style="list-style-type: none"> ○ State an opinion on a topic. ○ Introduce a topic for an opinion piece. ○ Analyze how writers introduce a topic. ○ Analyze how writers state an opinion. ○ Analyze how writers create an organizational structure that lists reasons. ○ Create an organizational structure that lists reasons.
<p>3.W.1b Provide reasons that support the opinion. 2-3:S8-I-1 explain how an author or speaker uses reasons and evidence to support or fail to support specific points. 2-3:S8-I-2 ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says.</p>		<ul style="list-style-type: none"> ○ Provide reasons to support an opinion. ○ Analyze how writers provide reasons to support an opinion. 	<ul style="list-style-type: none"> ○ Provide reasons to support an opinion. ○ Analyze how writers provide reasons to support an opinion. 	<ul style="list-style-type: none"> ○ Provide reasons to support an opinion. ○ Analyze how writers provide reasons to support an opinion.
<p>3.W.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>		<ul style="list-style-type: none"> ○ Use linking words and phrases to connect the opinion and reasons. 	<ul style="list-style-type: none"> ○ Use linking words and phrases to connect the opinion and reasons. 	<ul style="list-style-type: none"> ○ Use linking words and phrases to connect the opinion and reasons.
<p>3.W.1d Provide a concluding statement or section.</p>		<ul style="list-style-type: none"> ○ Provide a conclusion or concluding statement in an opinion piece. ○ Analyze how writers provide a concluding statement of a writing piece. 	<ul style="list-style-type: none"> ○ Provide a conclusion or concluding statement in an opinion piece. ○ Analyze how writers provide a concluding statement of a writing piece. 	<ul style="list-style-type: none"> ○ Provide a conclusion or concluding statement in an opinion piece. ○ Analyze how writers provide a concluding statement of a writing piece.
<p>3.W.2 Write informative/explanatory (e.g. letters, speech, essays) texts to examine a topic and convey ideas and information clearly. (WFTB Expository Manual 381-394) 2-3: S3-I-3 compose informational texts that include details and examples to develop a topic. 2-3:S9-I-1 apply understanding of how text types are organized</p>	<ul style="list-style-type: none"> ○ Write informative/explanatory texts to examine and explain a topic and convey ideas and information clearly. ○ Write an informational paragraph. 	<ul style="list-style-type: none"> ○ Write informative/explanatory texts to examine and explain a topic and convey ideas and information clearly. ○ Understand and identify genres of informative writing. 	<ul style="list-style-type: none"> ○ Write informative/explanatory text to examine a topic and convey ideas and information clearly. 	

<p>(e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons) in complex texts.</p>				
<p>3.W.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<ul style="list-style-type: none"> ○ Use illustrations to convey information. ○ Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ○ Use illustrations to aid comprehension. 	<ul style="list-style-type: none"> ○ Introduce a topic. ○ Include illustrations when useful to aiding comprehension. ○ Group related information together. 	<ul style="list-style-type: none"> ○ Use illustrations to convey information. ○ Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. 	
<p>3.W.2b Develop the topic with facts, definitions, and details.</p>	<ul style="list-style-type: none"> ○ Develop a topic with facts, definitions, and details. 	<ul style="list-style-type: none"> ○ Develop a topic with facts, definitions, and details. 	<ul style="list-style-type: none"> ○ Develop a topic with facts, definitions, and details. 	
<p>3.W.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<ul style="list-style-type: none"> ○ Use linking words and phrases to connect ideas within categories of information. 	<ul style="list-style-type: none"> ○ Use linking words and phrases to connect ideas within categories of information. 	<ul style="list-style-type: none"> ○ Use linking words and phrases to connect ideas within categories of information. 	
<p>3.W.2d Provide a concluding statement or section.</p>	<ul style="list-style-type: none"> ○ Provide a concluding statement or section. 	<ul style="list-style-type: none"> ○ Provide a concluding statement or section. 	<ul style="list-style-type: none"> ○ Providing a concluding statement or section. 	
<p>3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>(WFTB Narrative Manual Pgs. 113-143 Sequentially/ Chronologically & Categorically, WFTB Narrative Manual Pgs. 333-347 Intriguing Adventure)</i> 2-3: S3-I-2 compose written narratives using appropriate conventions that include details and examples to develop a topic. 2-3:S9-I-1 apply understanding of how text types are organized (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an</p>	<ul style="list-style-type: none"> ○ Understand the genres of narrative writing. 	<ul style="list-style-type: none"> ○ Write a narrative using effective technique, descriptive details, and clear events sequences. 		

opinion text is organized by opinion and supporting reasons) in complex texts.				
3.W.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<ul style="list-style-type: none"> ○ Establish a situation and introduce characters. ○ Introduce a character, setting, and events. ○ Organize a sequence of events. 	<ul style="list-style-type: none"> ○ Introduce a narrator and characters. ○ Organize a sequence of events. ○ Write an original narrative story. 		
3.W.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<ul style="list-style-type: none"> ○ Use dialogue to develop events. ○ Use dialogue to show response of characters to situations. ○ Use description to develop experiences. ○ Use description to show the responses of characters to a situation. 	<ul style="list-style-type: none"> ○ Use dialogue to develop experiences. ○ Use dialogue to show response of characters to situations. ○ Use description to develop experiences. ○ Use descriptions to show responses of characters to situations. ○ Use dialogue appropriately. 		
3.W.3c Use temporal words and phrases to signal event order.	<ul style="list-style-type: none"> ○ Use temporal words and phrases to signal event order. 	<ul style="list-style-type: none"> ○ Use temporal words and phrases to signal event order. 	<ul style="list-style-type: none"> ○ Use temporal words and phrases to signal event order. 	
3.W.3d Provide a sense of closure.	<ul style="list-style-type: none"> ○ Provide a sense of closure at the end of a narrative. 	<ul style="list-style-type: none"> ○ Provide a sense of closure. 	<ul style="list-style-type: none"> ○ Provide a sense of closure. 	
3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	<ul style="list-style-type: none"> ○ Produce writing in which development and organization are appropriate to task and purpose. 	<ul style="list-style-type: none"> ○ Produce writing in which development and organization are appropriate to task and purpose. 	<ul style="list-style-type: none"> ○ Produce writing in which development and organization are appropriate to task and purpose. 	<ul style="list-style-type: none"> ○ Produce writing in which development and organization are appropriate to task and purpose.
3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <i>(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)</i>	<ul style="list-style-type: none"> ○ Develop and strengthen writing by planning. ○ Develop and strengthen writing by revising. ○ Develop and strengthen writing by editing. 	<ul style="list-style-type: none"> ○ Develop and strengthen writing by planning and prewriting. ○ Develop and strengthen writing by revising. ○ Develop and strengthen writing by editing. ○ Publish and present writing. 	<ul style="list-style-type: none"> ○ Practice moving from planning to drafting. ○ Develop and strengthen writing by planning, editing, and revising. ○ Publish and present writing. 	<ul style="list-style-type: none"> ○ Develop and strengthen writing as needed by planning, editing, and revising. ○ Develop writing by using planning materials.
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. 2-3:56-1-2 participate in extended written exchanges about a	<ul style="list-style-type: none"> ○ Use technology to produce and publish writing and to collaborate with others. ○ Produce and publish writing. 	<ul style="list-style-type: none"> ○ Use technology to produce and publish writing and to collaborate with others. ○ Publish and present writing. 	<ul style="list-style-type: none"> ○ Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. ○ Produce and publish writing. 	<ul style="list-style-type: none"> ○ Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

variety of topics and texts.				
3.W.7 Conduct short research projects that build knowledge about a topic. 2-3:S7-I-1 gather information from print and digital provided resources to answer a question.		<ul style="list-style-type: none"> ○ Conduct short research projects that build knowledge about a topic. 		
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. 2-3:S7-I-2 Respond to a question or problem based gathered information from multiple (digital and print) sources.		<ul style="list-style-type: none"> ○ Take brief notes on sources. ○ Gather information on a topic using print and digital sources. ○ Sort evidence into categories. 	<ul style="list-style-type: none"> ○ Recall information from experiences or gather information from print and digital sources. ○ Take brief notes and sort evidence into provided categories. 	<ul style="list-style-type: none"> ○ Gather information from print and digital sources to build knowledge. ○ Take brief notes on sources and sort evidence into provided categories.
Language Standards				
3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 3.L.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 2-3:S10-I-1 using grade-appropriate singular and plural nouns. 2-3:S10-I-2 using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).	<ul style="list-style-type: none"> ○ Explain the function of nouns in a sentence. ○ Explain the use and function of verbs in particular sentences. ○ Explain the function of pronouns. ○ Use pronouns. ○ Use a noun as a subject. ○ Define adjectives. 	<ul style="list-style-type: none"> ○ Define adverbs. ○ Use adverbs in sentences. ○ Explain the function of adverbs. 	<ul style="list-style-type: none"> ○ Define adjectives. ○ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in particular sentences. 	<ul style="list-style-type: none"> ○ Explain the function of nouns, adverbs and pronouns, and their functions in sentences.
3.L.1b Form and use regular and irregular plural nouns.	<ul style="list-style-type: none"> ○ Form and use: <ul style="list-style-type: none"> ● regular plural nouns ● irregular plural nouns 		<ul style="list-style-type: none"> ○ Form and use regular and irregular plural nouns. 	<ul style="list-style-type: none"> ○ Form regular plural nouns.
3.L.1c Use abstract nouns (e.g., childhood).			<ul style="list-style-type: none"> ○ Define abstract nouns. ○ Use abstract nouns. 	<ul style="list-style-type: none"> ○ Define abstract nouns. ○ Use abstract nouns.
3.L.1d Form and use regular and irregular verbs. 2-3:S10-I-6 using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g. <i>drank, sat, wrote</i>).	<ul style="list-style-type: none"> ○ Form and use: <ul style="list-style-type: none"> ● irregular verbs ● verbs that end in y 	<ul style="list-style-type: none"> ○ Define irregular verbs. ○ Explain the function of irregular verbs. ○ Use plural irregular verbs in a sentence. 	<ul style="list-style-type: none"> ○ Form and use: <ul style="list-style-type: none"> ● verbs that end in y ● irregular verbs 	

<p>2-3:S10-I-7 using grade-appropriate verbs in the future with “going to” and “will”.</p>				
<p>3.L.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. 2-3:S10-I-5 using verbs in the past progressive. 2-3:S10-I-8 Applying subject-verb agreement using grade-appropriate nouns and verbs.</p>	<ul style="list-style-type: none"> ○ Form and use simple verb tenses. 	<ul style="list-style-type: none"> ○ Use regular past tense verbs. 	<ul style="list-style-type: none"> ○ Form and use simple verb tenses. ○ Produce simple sentences. 	
<p>3.L.1f Ensure subject-verb and pronoun-antecedent agreement. 2-3:S10-I-4 using personal (subject and object), possessive, and indefinite pronouns.</p>	<ul style="list-style-type: none"> ○ Ensure subject-verb agreement. ○ Ensure pronoun-antecedent agreement. 	<ul style="list-style-type: none"> ○ Ensure subject-verb agreement. 	<ul style="list-style-type: none"> ○ Ensure subject-verb agreement. ○ Ensure pronoun-antecedent agreement. 	<ul style="list-style-type: none"> ○ Ensure pronoun-antecedent agreement. ○ Ensure subject-verb agreement in past tense, present tense, and future tense. ○ Identify antecedents for pronouns.
<p>3.L.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. 2-3:S10-I-9 using a variety of frequently occurring adjectives (i.e. descriptive, possessive, demonstrative).</p>	<ul style="list-style-type: none"> ○ Form and use comparative and superlative adjectives. ○ Produce and use adjectives. 	<ul style="list-style-type: none"> ○ Form superlative adjectives. ○ Form and use comparative and superlative adjectives and choose between them correctly. 	<ul style="list-style-type: none"> ○ Form and use comparative and superlative adjectives and choose between them correctly. ○ Produce and use adjectives. 	<ul style="list-style-type: none"> ○ Form and use comparative and superlative adverbs, and choose between them correctly.
<p>3.L.1h Use coordinating and subordinating conjunctions.</p>	<ul style="list-style-type: none"> ○ Define coordinating conjunctions. ○ Use coordinating conjunctions. 	<ul style="list-style-type: none"> ○ Define subordinating conjunctions. ○ Use subordinating conjunctions. 	<ul style="list-style-type: none"> ○ Use coordinating and subordinating conjunctions. 	
<p>3.L.1i Produce simple, compound, and complex sentences. 2-3:S10-I-10 using a variety of prepositional phrases (e.g. <i>toward the playground</i>) to provide detail (e.g., time, manner, place, cause). 2-3:S10-I-11 using frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). 2-3:S10-I-12 using appropriate</p>	<ul style="list-style-type: none"> ○ Produce simple sentences. ○ Produce simple, compound, and complex sentences. 	<ul style="list-style-type: none"> ○ Produce simple sentences. ○ Identify, produce, and form compound sentences. 	<ul style="list-style-type: none"> ○ Produce simple, compound, and complex sentences. ○ Use coordinating and subordinating conjunctions. 	<ul style="list-style-type: none"> ○ Produce simple, compound, and complex sentences.

word order (subject-verb-object) in declarative, imperative, and interrogative sentences.				
3.L.1j Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusion/closure.		<ul style="list-style-type: none"> ○ Write and organize a paragraph that groups sentences about a topic with a main idea, details, conclusion. 	<ul style="list-style-type: none"> ○ Write and organize a paragraph that groups sentences about a topic with a main idea, details, conclusion. 	<ul style="list-style-type: none"> ○ Write and organize a paragraph that groups sentences about a topic with a main idea, details, conclusion.
3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3.L.2a Capitalize appropriate words in titles. 2-3: S3-I-2 compose written narratives using appropriate conventions that include details and examples to develop a topic.	<ul style="list-style-type: none"> ○ Demonstrate command of the conventions of English capitalization. ○ Understand how authors choose words for a particular effect. ○ Capitalize appropriate words in title. ○ Capitalize proper nouns. ○ Use exclamation marks in dialogue. ○ Use question marks in dialogue. 	<ul style="list-style-type: none"> ○ Demonstrate command of the conventions of English capitalization. ○ Understand how authors choose words for a particular effect. ○ Capitalize appropriate words in title. ○ Capitalize proper nouns. ○ Use exclamation marks in dialogue. 		<ul style="list-style-type: none"> ○ Capitalize appropriate words in titles.
3.L.2b Use commas in addresses.			<ul style="list-style-type: none"> ○ Use commas in addresses. 	<ul style="list-style-type: none"> ○ Use commas in addresses.
3.L.2c Use commas and quotation marks in dialogue.	<ul style="list-style-type: none"> ○ Use quotation marks in dialogue. ○ Use commas in dialogue. 	<ul style="list-style-type: none"> ○ Use quotation marks in dialogue. ○ Use commas in dialogue. 	<ul style="list-style-type: none"> ○ Use quotation marks in dialogue. ○ Use commas in dialogue. 	<ul style="list-style-type: none"> ○ Use quotation marks in dialogue. ○ Use commas in dialogue.
3.L.2d Form and use possessives. 2-3:S10-I-3 using possessives with grade-appropriate nouns. (e.g. That is Mary's backpack).		<ul style="list-style-type: none"> ○ Form possessives. 	<ul style="list-style-type: none"> ○ Form possessives. 	<ul style="list-style-type: none"> ○ Form and use possessives.
3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 3.L.3a Choose words and phrases for effect. 2-3:S10-I-1 using grade-appropriate singular and plural nouns. 2-3:S10-I-2 using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives). 2-3:S10-I-3 using possessives with	<ul style="list-style-type: none"> ○ Understand how authors choose words and phrases for effect. ○ Choose words and phrases for effect when writing and speaking. 	<ul style="list-style-type: none"> ○ Understand how authors choose words and phrases for effect. ○ Choose words and phrases for effect when writing and speaking. 	<ul style="list-style-type: none"> ○ Understand how authors choose words and phrases for effect. ○ Choose words and phrases for effect when writing and speaking. 	

<p>grade-appropriate nouns. (e.g. That is Mary’s backpack). 2-3:S10-I-4 using personal (subject and object), possessive, and indefinite pronouns. 2-3:S10-I-5 using verbs in the past progressive. 2-3:S10-I-6 using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g. <i>drank, sat, wrote</i>). 2-3:S10-I-7 using grade-appropriate verbs in the future with “going to” and “will”. 2-3:S10-I-8 Applying subject-verb agreement using grade-appropriate nouns and verbs. 2-3:S10-I-9 using a variety of frequently occurring adjectives (i.e. descriptive, possessive, demonstrative). 2-3:S10-I-10 using a variety of prepositional phrases (e.g. <i>toward the playground</i>) to provide detail (e.g., time, manner, place, cause). 2-3:S10-I-11 using frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). 2-3:S10-I-12 using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.</p>				
<p>3.L.3b Recognize and observe differences between the conventions of spoken and written standard English.</p>		<ul style="list-style-type: none"> ○ Recognize differences between spoken and written standard English. 		
<p>3.L.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. 3.L.4a Determine the meaning of</p>		<ul style="list-style-type: none"> ○ Use suffixes as clues to the meaning of unknown words. ○ Use prefixes as clues to the meaning of unknown words. ○ Determine the meaning of the new word formed when a known affix is added to a 	<ul style="list-style-type: none"> ○ Use suffixes as clues to the meaning of unknown words. ○ Use prefixes as clues to the meaning of unknown words. ○ Determine the meaning of the new word formed when a known affix is added to a 	<ul style="list-style-type: none"> ○ Use suffixes as clues to the meaning of unknown words. ○ Use prefixes as clues to the meaning of unknown words. ○ Determine the meaning of the new word formed when a known affix is added to a

<p>the new word formed when a known affix is added to a known word (e.g. agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). 2-3:S2-I-1 determine the meaning of less-frequently occurring words and phrases and content specific words.</p>		<p>known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>	<p>known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>	<p>known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>
<p>3.L.4b Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>	<ul style="list-style-type: none"> ○ Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). 		<ul style="list-style-type: none"> ○ Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). 	<ul style="list-style-type: none"> ○ Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
<p>3.L.4c Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> ○ Determine the meaning of and distinguish between literal and nonliteral meanings of words and phrases in context (explicitly or implicitly stated in the text). 	<ul style="list-style-type: none"> ○ Determine the meaning of words and phrases by using context clues that are explicitly or implicitly stated in the text. 	<ul style="list-style-type: none"> ○ Determine the meaning of and distinguish literal and nonliteral meanings of words and phrases in context (explicitly or implicitly stated in the text). 	<ul style="list-style-type: none"> ○ Determine the meaning of words and phrases by using context clues that are explicitly or implicitly stated in the text.
<p>3.L.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>			<ul style="list-style-type: none"> ○ Use print and digital resources to determine and clarify word meaning. 	<ul style="list-style-type: none"> ○ Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
<p>3.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 3.L.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). 2-3:S2-I-2 determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.</p>		<ul style="list-style-type: none"> ○ Distinguish the literal and nonliteral meaning of words and phrases in a text. 	<ul style="list-style-type: none"> ○ Distinguish the literal and nonliteral meaning of words and phrases in a text. 	<ul style="list-style-type: none"> ○ Distinguish literal and nonliteral meanings of words and phrases in a text.
<p>3.L.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>	<ul style="list-style-type: none"> ○ Identify real-life connections between words and their uses. 		<ul style="list-style-type: none"> ○ Identify real-life connections between words and their uses. 	<ul style="list-style-type: none"> ○ Identify real-life connections between words and their uses.

<p>3.L.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</p>			<ul style="list-style-type: none"> ○ Distinguish shades of meaning among related words used in a poem. ○ Distinguish shades of meaning among words related to a story word. ○ Determine the nuances between words that express states of mind or degrees of certainty. 	<ul style="list-style-type: none"> ○ Distinguish shades of meaning among related words used in a poem. ○ Distinguish shades of meaning among words related to a story word. ○ Determine the nuances between words that express states of mind or degrees of certainty.
<p>3.L.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). 2-3:S4-I-3 use grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words. 2-3:S5-I-3 use grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words. 2-3:S8-I-3 Use general academic and domain-specific words and phrases that signal spatial and temporal relationships.</p>	<ul style="list-style-type: none"> ○ Understand that temporal words show the order of events in a story. ○ Determine the meaning of and use academic and domain-specific words in a text. 	<ul style="list-style-type: none"> ○ Determine the meaning of and use academic and domain-specific words in a text. 	<ul style="list-style-type: none"> ○ Determine the meaning of and use academic domain-specific words in a text. ○ Acquire and use words that signal event order and temporal relationships. 	<ul style="list-style-type: none"> ○ Determine the meaning of and use academic domain-specific words in a text.
Speaking and Listening Standards				
<p>3.SL.1 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. 2-3:S6-I-1 participate in extended conversations and discussions about a variety of topics and</p>	<ul style="list-style-type: none"> ○ 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 other's ideas and expressing their own clearly. 	<ul style="list-style-type: none"> ○ 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 other's ideas and expressing their own clearly. 	<ul style="list-style-type: none"> ○ 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 other's ideas and expressing their own clearly. 	<ul style="list-style-type: none"> ○ 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 learning.

<p>texts. 2-3:S6-I-3 express own ideas clearly using the rules for discussion. 2-3:S6-I-4 pose and respond to relevant questions. 2-3:S6-I-5 build on the ideas of others. 2-3:S9-I-2 apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words.</p>				
<p>3.SL.1b 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>		<ul style="list-style-type: none"> ○ 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). 		<ul style="list-style-type: none"> ○ Followed agreed-upon rules for discussion, such as listening to others with care and speaking one-at-a-time about the topics and texts under discussion.
<p>3.SL.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>		<ul style="list-style-type: none"> ○ Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. 	<ul style="list-style-type: none"> ○ Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. 	<ul style="list-style-type: none"> ○ Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
<p>3.SL.1d Explain their own understanding based on the discussion.</p>		<ul style="list-style-type: none"> ○ Explain their own ideas and understanding based on the discussion. 		<ul style="list-style-type: none"> ○ Explain their own ideas and understanding based on the discussion.
<p>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. 2-3:S1-I-2 determine main topic or central message, lesson, or moral.</p>		<ul style="list-style-type: none"> ○ Determine the main ideas (explicitly or implicitly stated) and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally. 		<ul style="list-style-type: none"> ○ Determine the main ideas (explicitly or implicitly stated) and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. 2-3:S8-I-2 ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or</p>	<ul style="list-style-type: none"> ○ Ask and answer questions about (explicit and implicit) information from a speaker, offering appropriate elaboration and detail. ○ Elaborate and expand on information explicitly or 	<ul style="list-style-type: none"> ○ Ask and answer questions about (explicit and implicit) information from a speaker, offering appropriate elaboration and detail. ○ Elaborate and expand on information explicitly or 	<ul style="list-style-type: none"> ○ Ask and answer questions about (explicit and implicit) information from a speaker, offering appropriate elaboration and detail. ○ Elaborate and expand on information explicitly or 	<ul style="list-style-type: none"> ○ Ask and answer questions about (explicit and implicit) information from a speaker, offering appropriate elaboration and detail. ○ Elaborate and expand on information explicitly or

<p>speaker says. 2-3:S9-I-2 apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words.</p>	<p>implicitly provided.</p>	<p>implicitly provided.</p>	<p>implicitly provided.</p>	<p>implicitly provided.</p>
<p>3.SL.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. 2-3:S3-I-1 deliver oral presentations that include details and examples to develop a topic. 2-3:S4-I-3 use grade-appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words. 2-3:S7-I-2 Respond to a question or problem based gathered information from multiple (digital and print) sources.</p>	<ul style="list-style-type: none"> ○ 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. 		<ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> ○ 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>3.SL.5 Create 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>			<ul style="list-style-type: none"> ○ Create audio recording 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. 	<ul style="list-style-type: none"> ○ Create audio recording 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>3.SL.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 for specific expectations.) 2-3:S5-I-1 shift appropriately between informal “playground speech” and language appropriate to the classroom most of the time.</p>	<ul style="list-style-type: none"> ○ Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> ○ Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> ○ Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> ○ Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Quarter Taught					Essential Standards
1	2	3	4	Reading Literature:	
X	X	X	X	3.RL.2 Recount and paraphrase 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	X	X	3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	
					Reading Informational Text:
X	X	X	X	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	X	X	3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.	
X	X	X	X	3.RI.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.	
					Reading Foundations:
X	X	X	X	3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one-syllable or multisyllabic words.	
X	X	X	X	3.RF.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	
	X	X	X	3.RF.3b Decode words with common Latin suffixes.	
X	X	X	X	3.RF.3c Apply knowledge of the six-syllable types to grade-level words accurately.	
X	X	X	X	3.RF.3d Read grade-appropriate irregularly spelled words.	
X	X	X	X	3.RF.4 Read with sufficient accuracy and fluency to support comprehension 3.RF.4a Read text with purpose and understanding.	
X	X	X	X	3.RF.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
X	X	X		3.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
					Writing Foundations:
X	X	X	X	3.WF.3a Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).	
X	X	X	X	3.WF.3d Spell regular two- and three-syllable words that: 3.WF.3d.1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le.	
					Writing
		X	X	3.W.1 Write opinion pieces on topics or texts, using reasons to support one's point of view.	
	X	X	X	3.W.1a Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.	
	X	X	X	3.W.1b Provide reasons that support the opinion.	
	X	X	X	3.W.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	
	X	X	X	3.W.1d Provide a concluding statement or section.	

Quarter Taught					Supporting Standards
1	2	3	4	Reading Literature:	
X	X	X	X	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	X	X	3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	
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 chapter, scene, and stanza; 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	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		3.RL.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).	
X	X	X	X	3.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.	
					Reading Informational Text:
X	X	X	X	3.RI.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.	
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	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	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	3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
X	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, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
Writing Foundations:				
X	X	X	X	3.WF.1 Demonstrate and apply handwriting skills.
	X	X	X	3.WF.1a Read and write cursive letters, upper and lower case.
	X	X	X	3.WF.1b Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.
X	X	X	X	3.WF.3 Know and apply spelling conventions and patterns.
	X		X	3.WF.3b Identify language of origin for words, as noted in dictionaries.
X	X			3.WF.3c Spell singular and plural possessives (e.g., teacher's, teachers').
X	X	X	X	3.WF.3d.2. (Spell regular two-and three syllable words that) Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-, -able, -ness, -ful, -tion).
X	X	X	X	3.WF.3e Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:
X	X	X	X	3.WF.3e.1. Irregular words.
X	X	X	X	3.WF.3e.2. Pattern-based words.
Writing:				
X	X	X		3.W.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
X	X	X		3.W.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
X	X	X		3.W.2b Develop the topic with facts, definitions, and details.
X	X	X		3.W.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
X	X	X		3.W.2d Provide a concluding statement or section.
X	X			3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
X	X	X		3.W.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
X	X			3.W.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
X	X	X		3.W.3c Use temporal words and phrases to signal event order.
X	X	X		3.W.3d Provide a sense of closure.
X	X	X	X	3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
X	X	X	X	3.W.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.)
X	X	X	X	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			3.W.7 Conduct short research projects that build knowledge about a topic.
	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	3.W.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.
Language:				
X	X	X	X	3.L.1 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
		X	X	3.L.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
X		X	X	3.L.1b Form and use regular and irregular plural nouns.
		X	X	3.L.1c Use abstract nouns (e.g., childhood).
X	X	X		3.L.1d Form and use regular and irregular verbs.
X	X	X		3.L.1e Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
X	X	X	X	3.L.1f Ensure subject-verb and pronoun-antecedent agreement.
X	X	X	X	3.L.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
X	X	X		3.L.1h Use coordinating and subordinating conjunctions.
X	X	X	X	3.L.1i Produce simple, compound, and complex sentences.
	X	X	X	3.L.1j Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusion/ closure.
X	X		X	3.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

				3.L.2a Capitalize appropriate words in titles.
		X	X	3.L.2b Use commas in addresses.
X	X	X	X	3.L.2c Use commas and quotation marks in dialogue.
		X	X	3.L.2d Form and use possessives.
X	X	X		3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 3.L.3a Choose words and phrases for effect.
		X		3.L.3b Recognize and observe differences between the conventions of spoken and written Standard English.
	X	X	X	3.L.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. 3.L.4a 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).
X		X	X	3.L.4b Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
X	X	X	X	3.L.4c Use sentence-level context as a clue to the meaning of a word or phrase.
		X	X	3.L.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
	X	X	X	3.L.5 Demonstrate understanding of word relationships and nuances in word meanings. 3.L.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
X		X	X	3.L.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
		X	X	3.L.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).
X	X	X	X	3.L.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).
Speaking and Listening:				
X	X	X	X	3.SL.1 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.
X	X	X	X	3.SL.1a 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.
		X	X	3.SL.1b 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).
	X	X	X	3.SL.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
	X		X	3.SL.1d Explain their own understanding based on the discussion.
	X		X	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	3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
X		X	X	3.SL.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.
		X	X	3.SL.5 Create 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.
X	X	X	X	3.SL.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 for specific expectations.)