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| **Reading Standards: Foundational Skills(RF)** |
| **3.RF.3a-Identify and know the meaning of the most common prefixes and derivational suffixes** |
| Identify the meaning of common prefixes |  |  |  |  |  |  |
| Know the meaning of common prefixes |  |  |  |  |  |  |
| Identify meaning of common suffixes |  |  |  |  |  |  |
| Know meaning of common suffixes |  |  |  |  |  |  |
| **3.RF.3b-Decode words with common Latin suffixes.** |
| Decode words with common Latin suffixes |  |  |  |  |  |  |
| **3.RF.3c-Decode multi-syllable words.** |
| Identify syllables in words  |  |  |  |  |  |  |
| Read multiple syllable words |  |  |  |  |  |  |
| Apply grade-level phonics in decoding words |  |  |  |  |  |  |
| Apply grade-level word analysis in decoding words |  |  |  |  |  |  |
| **3.RF.4a-Read on-level text with purpose and understanding.** |
| Identify and understand foundational reading skills |  |  |  |  |  |  |
| Identify textual purpose and understanding |  |  |  |  |  |  |
| Determine the purpose for reading on-level text |  |  |  |  |  |  |
| **3.RF.4b-Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.** |
| Identify oral reading with accuracy, appropriate rate, and expression on successive readings |  |  |  |  |  |  |
| Apply reading strategies for accuracy, rate, and expression |  |  |  |  |  |  |
| Read on-level text fluently and accurately |  |  |  |  |  |  |
| Reread with fluency as necessary |  |  |  |  |  |  |
| Read with accuracy and expression at the appropriate rate on successive reading |  |  |  |  |  |  |
| **3.RF.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.** |
| Identify rereading as a strategy when confirming or self- correcting words |  |  |  |  |  |  |
| Understand how context can help to confirm or self-correct word recognition |  |  |  |  |  |  |
| Understand how to confirm or self-correct using context |  |  |  |  |  |  |
| Confirm or self-correct word recognition |  |  |  |  |  |  |
| Confirm or self-correct word understanding |  |  |  |  |  |  |
| **Reading Standards for Literature (RL)** |
| **3.RL.1-Ask and answer questions to demonstrate understanding of key details in a text, referring explicitly to the text as the basis for the answers.** |
| Ask and answer questions to understand text. |  |  |  |  |  |  |
| Formulate questions to demonstrate understanding. |  |  |  |  |  |  |
| Refer explicitly to the text to answer questions. |  |  |  |  |  |  |
| **3.RL.2-Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.** |
| Recount fables from diverse cultures. |  |  |  |  |  |  |
| Recount stories from diverse cultures. |  |  |  |  |  |  |
| Determine the moral of a fable. |  |  |  |  |  |  |
| Determine how the moral is conveyed. |  |  |  |  |  |  |
| Recount folktales from diverse cultures. |  |  |  |  |  |  |
| Determine the lesson of a folktale. |  |  |  |  |  |  |
| Determine how the lesson is conveyed.  |  |  |  |  |  |  |
| Recount myths from diverse cultures. |  |  |  |  |  |  |
| Determine the central message of a myth. |  |  |  |  |  |  |
| Determine how the central message is conveyed  |  |  |  |  |  |  |
| **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.** |
| Describe a character’s feelings/ emotions. |  |  |  |  |  |  |
| Infer a character’s feelings and/or emotions. |  |  |  |  |  |  |
| Analyze a character’s feelings and/ or emotions. |  |  |  |  |  |  |
| Describe a character’s traits/ motivations. |  |  |  |  |  |  |
| Interpret how a character’s traits, motivations, and feelings lead to actions. |  |  |  |  |  |  |
| Retell the sequence of events using time order words. |  |  |  |  |  |  |
| Explain how a character’s actions contribute to the event sequence. |  |  |  |  |  |  |
| **3.RL.4-Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.** |
| Identify literal words and phrases. |  |  |  |  |  |  |
| Determine the meaning of literal words and phrases. |  |  |  |  |  |  |
| Determine the meaning of nonliteral words and phrase |  |  |  |  |  |  |
| Determine the meaning of nonliteral words and phrases |  |  |  |  |  |  |
| **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.** |
| Refer to parts of stories when speaking or writing. |  |  |  |  |  |  |
| Use terms such as chapter to describe how a story builds |  |  |  |  |  |  |
| Refer to parts of dramas when speaking or writing. |  |  |  |  |  |  |
| Use terms such as scene to describe how drama builds |  |  |  |  |  |  |
| Refer to parts of poems when speaking or writing. |  |  |  |  |  |  |
| Use terms such as stanza to describe how a poem builds |  |  |  |  |  |  |
| **3.RL.6-Distinguish their own point of view from that of the narrator or those of the characters.** |
| Recognize own point of view. |  |  |  |  |  |  |
| Identify the narrator’s point of view. |  |  |  |  |  |  |
| Compare own point of view to the narrator’s point of view. |  |  |  |  |  |  |
| Contrast own point of view to the narrator’s or the character’s point of view |  |  |  |  |  |  |
| Identify the character’s point of view. |  |  |  |  |  |  |
| Compare own point of view to the character’s point of view. |  |  |  |  |  |  |
| Contrast own point of view to the character’s point of view. |  |  |  |  |  |  |
| **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).** |
| Identify specific aspects of a text’s illustrations. |  |  |  |  |  |  |
| Visually and orally identify descriptions in a story or drama. |  |  |  |  |  |  |
| Explain how aspects of illustrations contribute to the words in a story. |  |  |  |  |  |  |
| Recognize the mood of a story. |  |  |  |  |  |  |
| Explain how aspects of text illustrations create the mood of a story. |  |  |  |  |  |  |
| Explain how aspects of text illustrations emphasize a character. |  |  |  |  |  |  |
| Explain how aspects of text illustrations emphasize the setting. |  |  |  |  |  |  |
| **3.RL.8-(Not applicable to literature)** |
| **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).** |
| Identify theme. |  |  |  |  |  |  |
| Compare/contrast the theme in stories written by the same author about the same or similar characters. |  |  |  |  |  |  |
| Identify setting. |  |  |  |  |  |  |
| Compare/contrast the setting in stories written by the same author about the same or similar characters. |  |  |  |  |  |  |
| Identify plot. |  |  |  |  |  |  |
| Compare/contrast the plot in stories written by the same author about the same or similar characters. |  |  |  |  |  |  |
| **3.RL.10-By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.** |
| Identify/understand key ideas and details. |  |  |  |  |  |  |
| Comprehend key ideas and details.  |  |  |  |  |  |  |
| Identify/understand craft and structure. |  |  |  |  |  |  |
| Comprehend craft and structure. |  |  |  |  |  |  |
| Identify/understand integration of knowledge. |  |  |  |  |  |  |
| Comprehend integration of knowledge. |  |  |  |  |  |  |
| **Reading Standards for Informational Text (RI)** |
| **3.RI.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.** |
| Ask and answer questions to understand text. |  |  |  |  |  |  |
| Formulate questions to demonstrate understanding. |  |  |  |  |  |  |
| Refer explicitly to the text to answer questions. |  |  |  |  |  |  |
| **3.RI.2-Determine the main idea of a text; recount the key details and explain how they support the main idea.** |
| Determine the main idea of a text.  |  |  |  |  |  |  |
| Recount key details of a text. |  |  |  |  |  |  |
| Explain how the key details support the main idea. |  |  |  |  |  |  |
| **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.** |
| Define and use terms pertaining to time. |  |  |  |  |  |  |
| Describe the sequence of events using language pertaining to time. |  |  |  |  |  |  |
| Define and use terms pertaining to relationships. |  |  |  |  |  |  |
| Describe the relationship that occurs between historical events. |  |  |  |  |  |  |
| Describe the relationship that occurs between scientific ideas or concepts |  |  |  |  |  |  |
| Define and use terms pertaining to sequence. |  |  |  |  |  |  |
| Describe the sequence of events using language pertaining to sequence. |  |  |  |  |  |  |
| Describe the relationship that occurs between the steps from a procedure.  |  |  |  |  |  |  |
| Define and use terms pertaining to cause and effect. |  |  |  |  |  |  |
| Describe the sequence of events using language pertaining to cause and effect. |  |  |  |  |  |  |
| Identify relationships within text |  |  |  |  |  |  |
| **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.** |
| Identify general academic words and phrases. |  |  |  |  |  |  |
| Determine the meaning of general academic phrases. |  |  |  |  |  |  |
| Identify domain-specific words and phrases |  |  |  |  |  |  |
| Determine the meaning of domain-specific phrases. |  |  |  |  |  |  |
| **3.RI.5-Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.** |
| Determine how readers use search tools. |  |  |  |  |  |  |
| Use various text features to locate key facts or information. |  |  |  |  |  |  |
| Use search tools to locate key facts or information. |  |  |  |  |  |  |
| **3.RI.6-Distinguish their own point of view from that of the author of a text.** |
| Recognize own point of view.  |  |  |  |  |  |  |
| Identify the author’s point of view. |  |  |  |  |  |  |
| Identify the narrator’s point of view. |  |  |  |  |  |  |
| Identify the character’s point of view. |  |  |  |  |  |  |
| Compare/contrast own point of view to the narrator’s or the character’s point of view. |  |  |  |  |  |  |
| **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)** |
| Recognize key events.  |  |  |  |  |  |  |
| Recognize nonfiction text features. |  |  |  |  |  |  |
| Read graphs, charts, diagram, timelines, etc. |  |  |  |  |  |  |
| Recognize interactive Web elements. |  |  |  |  |  |  |
| Demonstrate understanding using information from maps. |  |  |  |  |  |  |
| Demonstrate understanding using information from photographs. |  |  |  |  |  |  |
| Demonstrate understanding using information from words telling where, when, why, and how key events occur. |  |  |  |  |  |  |
| **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).** |
| Define sentence. |  |  |  |  |  |  |
| Explain the purpose of a paragraph. |  |  |  |  |  |  |
| I explain how sentences logically connect to a paragraph’s meaning. |  |  |  |  |  |  |
| Determine how a text is organized. |  |  |  |  |  |  |
| Identify structure(s) of paragraphs (e.g., comparison, cause/effect, first/second/third in a sequence). |  |  |  |  |  |  |
| **3.RI.9-Compare and contrast the most important points and key details presented in two texts on the same topic.** |
| Identify the most important points in two texts. |  |  |  |  |  |  |
| Identify the key details in two texts |  |  |  |  |  |  |
| Identify similarities of key details. |  |  |  |  |  |  |
| Identify differences in key details. |  |  |  |  |  |  |
| Compare/contrast the most important points in two different texts on the same topic. |  |  |  |  |  |  |
| Compare/contrast the key details in two different texts on the same topic. |  |  |  |  |  |  |
| Distinguish between key details and important points. |  |  |  |  |  |  |
| **3.RI.10-By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.** |
| Identify/understand key ideas and details of an informational text |  |  |  |  |  |  |
| Comprehend informational text key ideas and details of an informational text. |  |  |  |  |  |  |
| Identify/understand craft and structure of an informational text. |  |  |  |  |  |  |
| Comprehend informational text craft and structure of an informational text. |  |  |  |  |  |  |
| Identify/understand integration of knowledge of an informational text. |  |  |  |  |  |  |
| Comprehend informational text integration of knowledge of an informational text |  |  |  |  |  |  |
| **Writing Standards (W)****3.W.1-Write opinion pieces on topics or texts, supporting a point of view with reasons.** |
| **3.W.1a-Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.** |
| Define point of view. |  |  |  |  |  |  |
| Select a topic or text for an opinion piece. |  |  |  |  |  |  |
| Determine an opinion about the text or topic, and reasons that support the opinion. |  |  |  |  |  |  |
| Create an organizational structure for listing reasons for the opinion and use appropriate linking words and phrases to connect opinions and reasons. |  |  |  |  |  |  |
| Create and opinion piece that includes clear introduction. |  |  |  |  |  |  |
| Create and opinion piece that includes a statement of opinion |  |  |  |  |  |  |
| Create and opinion piece that includes strong organizational structure. |  |  |  |  |  |  |
| **3.W.1b-Provide reasons that support the opinion.** |
| Create an opinion piece supported with reasons and information. |  |  |  |  |  |  |
| Create and opinion piece that include reasons supported by facts and details. |  |  |  |  |  |  |
| **3.W.1c-Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.** |
| Recognize linking words and phrases that connect opinions and reasons. |  |  |  |  |  |  |
| Create and opinion piece that includes links between opinion and reasons. |  |  |  |  |  |  |
| **3.W.1d-Provide a concluding statement or section.** |
| Recognize the purpose of a concluding statement. |  |  |  |  |  |  |
| Plan a concluding statement or section. |  |  |  |  |  |  |
| Create an opinion piece that includes a concluding statement or section. |  |  |  |  |  |  |
| **3.W.2-Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** |
| **3.W.1a-Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.** |
| Define point of view. |  |  |  |  |  |  |
| Select a topic or text for an opinion piece. |  |  |  |  |  |  |
| Determine an opinion about the text or topic, and reasons that support the opinion. |  |  |  |  |  |  |
| Create an organizational structure for listing reasons for the opinion and use appropriate linking words and phrases to connect opinions and reasons. |  |  |  |  |  |  |
| Create and opinion piece that includes clear introduction. |  |  |  |  |  |  |
| Create and opinion piece that includes a statement of opinion. |  |  |  |  |  |  |
| Create and opinion piece that includes strong organizational structure. |  |  |  |  |  |  |
| **3.W.1b-Provide reasons that support the opinion.** |
| Create an opinion piece supported with reasons and information. |  |  |  |  |  |  |
| Create and opinion piece that include reasons supported by facts and details. |  |  |  |  |  |  |
| **3.W.1c-Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.** |
| Recognize linking words and phrases that connect opinions and reasons. |  |  |  |  |  |  |
| Create and opinion piece that includes links between opinion and reasons. |  |  |  |  |  |  |
| **3.W.1d-Provide a concluding statement or section** |
| Recognize the purpose of a concluding statement. |  |  |  |  |  |  |
| Plan a concluding statement or section. |  |  |  |  |  |  |
| Create an opinion piece that includes a concluding statement or section. |  |  |  |  |  |  |
| **3.W.2-Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** |
| **3.W.2a-Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.** |
| Develop a topic that groups related information together. |  |  |  |  |  |  |
| Develop illustrations that will help with comprehension. |  |  |  |  |  |  |
| Write informative/explanatory texts that include a topic that groups related information. |  |  |  |  |  |  |
| Write informative/explanatory texts that include illustrations to aid comprehension |  |  |  |  |  |  |
| **3.W.2b-Develop the topic with facts, definitions, and details.** |
| Identify topic. |  |  |  |  |  |  |
| Identify facts. |  |  |  |  |  |  |
| Develop a topic with facts. |  |  |  |  |  |  |
| Write informative/explanatory texts to examine a topic. |  |  |  |  |  |  |
| Identify definitions. |  |  |  |  |  |  |
| Develop a topic with definitions. |  |  |  |  |  |  |
| Write informative/explanatory texts that include a developed topic with facts, and definitions |  |  |  |  |  |  |
| Identify details. |  |  |  |  |  |  |
| Develop a topic with details. |  |  |  |  |  |  |
| Write informative/explanatory texts to convey ideas. |  |  |  |  |  |  |
| Write informative/explanatory texts to convey information clearly. |  |  |  |  |  |  |
| **3.W.2c-Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.** |
| Identify linking words and phrases to connect ideas within categories of information. |  |  |  |  |  |  |
| Develop linking words and phrases to connect ideas within categories of information. |  |  |  |  |  |  |
| Write informative/explanatory texts that include linking words and phrases to connect ideas within categories. |  |  |  |  |  |  |
| **3.W.2d-Provide a concluding statement or section.** |
| Identify concluding statements or sections. |  |  |  |  |  |  |
| Develop a concluding statement or section. |  |  |  |  |  |  |
| Write informative/explanatory texts that include a concluding statement |  |  |  |  |  |  |
| **3.W.3-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.** |
| **3.W.3a-Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.** |
| Define narrator.  |  |  |  |  |  |  |
| Define character.  |  |  |  |  |  |  |
| Identify the story elements. |  |  |  |  |  |  |
| Establish a situation in writing. |  |  |  |  |  |  |
| Write a narrative that establishes a situation. |  |  |  |  |  |  |
| Write a narrative that introduces a narrator or character(s). |  |  |  |  |  |  |
| **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.** |
| Identify the story structure. |  |  |  |  |  |  |
| Identify how writers establish a situation. |  |  |  |  |  |  |
| Identify correct use of dialogue. |  |  |  |  |  |  |
| Explain how writers use dialogue to develop a narrative. |  |  |  |  |  |  |
| Formulate appropriate dialogue between characters. |  |  |  |  |  |  |
| Explain how writers develop characters. |  |  |  |  |  |  |
| Describe how writers use sensory details. |  |  |  |  |  |  |
| Develop characters through dialogue, actions, thoughts and feelings, as well as responses to situations. |  |  |  |  |  |  |
| Develop events through dialogue, actions, thoughts, and feelings. |  |  |  |  |  |  |
| Write a narrative that uses dialogue to reveal actions, thoughts, feelings. |  |  |  |  |  |  |
| **3.W.3c-Use temporal words and phrases to signal event order.** |
| Identify how temporal words and phrases are used to develop a sequence of events. |  |  |  |  |  |  |
| Use temporal words to organize a narrative into logical sequence. |  |  |  |  |  |  |
| Write a narrative that uses temporal words and phrases. |  |  |  |  |  |  |
| **3.W.3d-Provide a sense of closure.** |
| Recognize closure in others’ writing. |  |  |  |  |  |  |
| Formulate logical conclusions. |  |  |  |  |  |  |
| Write a narrative that includes a sense of closure. |  |  |  |  |  |  |
| Write a narrative that provides a conclusion. |  |  |  |  |  |  |
| **3.W.4-With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).** |
| Analyze the reason for writing to decide the task with guidance and support from adults. |  |  |  |  |  |  |
| Analyze the reason for writing to decide the purpose with guidance and support from adults. |  |  |  |  |  |  |
| Write a piece with idea development appropriate to task and purpose with guidance and support from adults. |  |  |  |  |  |  |
| Determine suitable idea development strategies with guidance and support from adults. |  |  |  |  |  |  |
| Determine suitable organization with guidance and support from adults. |  |  |  |  |  |  |
| Write a piece with organization appropriate to task and purpose with guidance and support from adults. |  |  |  |  |  |  |
| **3.W.5-With guidance and support from adults and peers, development 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.)** |
| Recognize how to plan with guidance and support from peers and adults. |  |  |  |  |  |  |
| Develop and strengthen writing by planning with guidance and support from peers and adults. |  |  |  |  |  |  |
| Recognize how to revise with guidance and support from peers and adults. |  |  |  |  |  |  |
| Develop and strengthen writing by revising with guidance and support from peers and adults |  |  |  |  |  |  |
| Recognize how to edit for conventions of writing with guidance and support from peers and adults. |  |  |  |  |  |  |
| Develop and strengthen writing by editing with guidance and support from peers and adults. |  |  |  |  |  |  |
| Recognize how to rewrite with guidance and support from peers and adults. |  |  |  |  |  |  |
| Develop and strengthen writing by rewriting with guidance and support from peers and adults. |  |  |  |  |  |  |
| Recognize how to try a new approach with guidance and support from peers and adults. |  |  |  |  |  |  |
| Develop and strengthen writing by trying a new approach with guidance and support from peers and adults. |  |  |  |  |  |  |
| **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.** |
| Use basic computer skills with guidance and support from adults. |  |  |  |  |  |  |
| Know how to use technology to produce writing and to interact with others with guidance and support from adults. |  |  |  |  |  |  |
| Know how to use technology to edit and revise writing with guidance and support from adults |  |  |  |  |  |  |
| Select appropriate technology tools that fit the intended audience and purpose with guidance and support from adults. |  |  |  |  |  |  |
| Perform keyboarding skills with guidance and support from adults. |  |  |  |  |  |  |
| Use technology to develop, revise, edit, and publish writing with guidance and support from adults. |  |  |  |  |  |  |
| Use technology to communicate and collaborate with guidance and support from adults. |  |  |  |  |  |  |
| Research to Build and Present Knowledge |
| **3.W.7-Conduct short research projects that build knowledge about a topic.** |
| Examine information gathered during shared research. |  |  |  |  |  |  |
| Discriminate between relevant and irrelevant information. |  |  |  |  |  |  |
| Participate in short research projects to gain knowledge. |  |  |  |  |  |  |
| Conduct shared research using various sources and tools. |  |  |  |  |  |  |
| **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.** |
| Recognize print and digital sources. |  |  |  |  |  |  |
| Gather information from print and digital sources. |  |  |  |  |  |  |
| Provide brief notes from sources |  |  |  |  |  |  |
| Sort evidence from sources into provided categories. |  |  |  |  |  |  |
| **3.W.9 (Begins in grade 4)** |
| **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.** |
| Identify the various purposes for writing. |  |  |  |  |  |  |
| Identify and understand the various organizational structures. |  |  |  |  |  |  |
| Determine when to write for short or extended time frames. |  |  |  |  |  |  |
| Determine the appropriate organizational structure for specific audiences and purposes |  |  |  |  |  |  |
| Write for various purposes for short or extended time frames. |  |  |  |  |  |  |
| Identify and understand different genres or purposes for writing. |  |  |  |  |  |  |
| Write for various to various audiences for short or extended time frames. |  |  |  |  |  |  |
| Write for a range of discipline- specific tasks, purposes, and audiences. |  |  |  |  |  |  |
| Speaking and Listening Standards (SL)  |
| **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.** |
| **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.** |
| Identify key ideas from reading texts. |  |  |  |  |  |  |
| Engage in discussions by sharing knowledge. |  |  |  |  |  |  |
| **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).** |
| Identify agreed-upon rules for discussion. |  |  |  |  |  |  |
| Identify ways to listen effectively. |  |  |  |  |  |  |
| Evaluate implementation of discussion rules. |  |  |  |  |  |  |
| Listen actively to discussions and presentations. |  |  |  |  |  |  |
| Follow agreed-upon rules during discussion. |  |  |  |  |  |  |
| **3.SL.1c-Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.** |
| Know how to ask a question. |  |  |  |  |  |  |
| Identify key ideas presented during discussion. |  |  |  |  |  |  |
| Formulate questions and responses based on comments made by others during discussion. |  |  |  |  |  |  |
| Ask questions to check understanding of discussion or presentation. |  |  |  |  |  |  |
| Connect comments to others’ remarks. |  |  |  |  |  |  |
| Relate information that has been read to discussion topics. |  |  |  |  |  |  |
| **3.SL.1d-Explain their own ideas and understanding in light of the discussion.** |
| Explain the topic using personal ideas. |  |  |  |  |  |  |
| Explain the topic using opinions. |  |  |  |  |  |  |
| Explain the topic using reasoning. |  |  |  |  |  |  |
| Express ideas clearly. |  |  |  |  |  |  |
| **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.** |
| Determine the main idea of an oral or media presentation. |  |  |  |  |  |  |
| Determine supporting details of an oral or media presentation. |  |  |  |  |  |  |
| **3.SL.3-Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.** |
| Identify where questioning is needed about what a speaker says. |  |  |  |  |  |  |
| Formulate appropriate questions about information from a speaker. |  |  |  |  |  |  |
| Ask detailed questions about information from a speaker. |  |  |  |  |  |  |
| Identify appropriate elaboration and detail when answering questions about information from a speaker. |  |  |  |  |  |  |
| Formulate answers about information from a speaker, offering appropriate elaboration and detail. |  |  |  |  |  |  |
| Answer questions about information from a speaker, offering appropriate elaboration and detail. |  |  |  |  |  |  |
| **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.** |
| Identify a topic. |  |  |  |  |  |  |
| Identify facts. |  |  |  |  |  |  |
| Determine appropriate supportive facts. |  |  |  |  |  |  |
| Identify descriptive details. |  |  |  |  |  |  |
| Determine relevant descriptive details. |  |  |  |  |  |  |
| Speak clearly and understandably while reporting on a topic with appropriate facts and relevant, descriptive details. |  |  |  |  |  |  |
| Identify and recall an experience. |  |  |  |  |  |  |
| Identify clearly pronounced and enunciated words. |  |  |  |  |  |  |
| Speak clearly and understandably while telling a story with appropriate facts and relevant, descriptive details. |  |  |  |  |  |  |
| Identify an understandable pace. |  |  |  |  |  |  |
| Speak clearly and understandably while recounting an experience with appropriate facts and relevant, descriptive details. |  |  |  |  |  |  |
| **3.SL.5-Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.** |
| Recognize “engaging” audio recordings. |  |  |  |  |  |  |
| Identify fluid reading. |  |  |  |  |  |  |
| Create audio recordings that demonstrate fluid reading |  |  |  |  |  |  |
| Identify facts or details. |  |  |  |  |  |  |
| Emphasize/enhance facts by adding visual displays. |  |  |  |  |  |  |
| Emphasize/enhance details by adding visual displays. |  |  |  |  |  |  |
| Read stories or poems fluently for audio recordings. |  |  |  |  |  |  |
| Create visual displays. |  |  |  |  |  |  |
| **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.)** |
| Recognize complete sentences when spoken. |  |  |  |  |  |  |
| Recognize task and situation. |  |  |  |  |  |  |
| Identify the audience. |  |  |  |  |  |  |
| Differentiate when situation calls for speaking in complete sentences. |  |  |  |  |  |  |
| Interpret requested detail or clarification. |  |  |  |  |  |  |
| Formulate a response. |  |  |  |  |  |  |
| Speak in complete sentences when appropriate to task and situation. |  |  |  |  |  |  |
| Respond to answer questions or to clarify. |  |  |  |  |  |  |
| Language Standards(L)  |
| **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.** |
| Explain function of nouns. |  |  |  |  |  |  |
| Explain function of pronouns. |  |  |  |  |  |  |
| Explain function of verbs. |  |  |  |  |  |  |
| Explain function of adjectives. |  |  |  |  |  |  |
| Explain function of adverbs. |  |  |  |  |  |  |
| **3.L.1b-Form and use regular and irregular plural nouns.** |
| Form and use regular and irregular plural nouns. |  |  |  |  |  |  |
| **3.L.1c-Use abstract nouns (e.g., childhood).** |
| Identify abstract nouns. |  |  |  |  |  |  |
| Use abstract nouns. |  |  |  |  |  |  |
| **3.L.1d-Form and use regular and irregular verbs.** |  |  |  |  |  |  |
| Use regular verbs. |  |  |  |  |  |  |
| Use irregular verbs |  |  |  |  |  |  |
| **3.L.1e-Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.** |
| Recognize verb tenses |  |  |  |  |  |  |
| **3.L.1f-Ensure subject-verb and pronoun-antecedent agreement.** |
| Identify agreement of subject- verb tenses. |  |  |  |  |  |  |
| Ensure subject-verb agreement |  |  |  |  |  |  |
| Identify agreement of pronoun- antecedent tenses. |  |  |  |  |  |  |
| Ensure pronoun- antecedent agreement |  |  |  |  |  |  |
| **3.L.1g-Form and use comparative and superlative adjectives and adverbs, choose between them depending on what is to be modified.** |
| Identify comparative and superlative adjectives. |  |  |  |  |  |  |
| Choose between comparative and superlative adjectives and adverbs. |  |  |  |  |  |  |
| Form and use comparative and superlative adjectives, and choose between them depending on what is to be modified. |  |  |  |  |  |  |
| Identify comparative and superlative adverbs. |  |  |  |  |  |  |
| Choose between comparative and superlative adverbs. |  |  |  |  |  |  |
| Form and use comparative and superlative adverbs, and choose between them depending on what is to be modified. |  |  |  |  |  |  |
| **3.L.1h- Use coordinating (and, or, but) and subordinating conjunctions (therefore, however, after, as if, because).** |
| Recognize coordinating and subordinating conjunctions. |  |  |  |  |  |  |
| Use coordinating and subordinating conjunctions |  |  |  |  |  |  |
| **3.L.1i.-Produce simple, compound, and complex sentences.** |
| Recognize complex sentences. |  |  |  |  |  |  |
| Produce simple sentences. |  |  |  |  |  |  |
| Produce compound sentences. |  |  |  |  |  |  |
| Produce complex sentences. |  |  |  |  |  |  |
| **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.** |
| Apply correct capitalization. |  |  |  |  |  |  |
| Capitalize appropriate words in titles. |  |  |  |  |  |  |
| **3.L.2b-Use commas in addresses.** |
| Apply correct punctuation |  |  |  |  |  |  |
| Use commas in addresses. |  |  |  |  |  |  |
| Form and use regular and irregular plural nouns. |  |  |  |  |  |  |
| **3.L.2c-Use commas and quotation marks in dialogue.** |
| Apply correct punctuation. |  |  |  |  |  |  |
| Use commas and quotation marks in dialogue. |  |  |  |  |  |  |
| Use abstract nouns. |  |  |  |  |  |  |
| **3.L.2f-Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) in writing words.** |
| Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |  |  |  |  |  |  |
| **3.L.2g-Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.** |
| Apply correct spelling. |  |  |  |  |  |  |
| Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |  |  |  |  |  |  |
| Form and use regular and irregular plural nouns. |  |  |  |  |  |  |
| **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.** |
| Recognize language conventions for writing. |  |  |  |  |  |  |
| Apply language knowledge when writing. |  |  |  |  |  |  |
| Apply knowledge of language conventions when writing. |  |  |  |  |  |  |
| Recognize language conventions for reading. |  |  |  |  |  |  |
| Apply language knowledge when reading. |  |  |  |  |  |  |
| Recognize language conventions for listening. |  |  |  |  |  |  |
| Apply language knowledge when listening. |  |  |  |  |  |  |
| Apply knowledge of language conventions when listening. |  |  |  |  |  |  |
| Identify types of words and phrases that create effect. |  |  |  |  |  |  |
| Determine words and phrases that create effect. |  |  |  |  |  |  |
| Include words and phrases that create effect |  |  |  |  |  |  |
| **3.L.3b-Recognize and observe differences between the conventions of spoken and written standard English.** |
| Recognize language conventions for speaking. |  |  |  |  |  |  |
| Apply spoken and written standard English. |  |  |  |  |  |  |
| Use knowledge of language when speaking. |  |  |  |  |  |  |
| Use knowledge of language conventions when speaking. |  |  |  |  |  |  |
| **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 an array of strategies.** |
| **3.L.4a-Use sentence-level context as a clue to the meaning of a word or phrase.** |
| Recognize that context clues can help determine the meaning of unknown or multiple-meaning words. |  |  |  |  |  |  |
| Choose from a range of vocabulary strategies to determine a word’s meaning. |  |  |  |  |  |  |
| **3.L.4b-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).** |
| Identify affixes |  |  |  |  |  |  |
| Define affixes |  |  |  |  |  |  |
| Form and use regular and irregular plural nouns. |  |  |  |  |  |  |
| **3.L.4c-Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).** |
| Identify and define root words |  |  |  |  |  |  |
| Determine the meaning of unknown and multiple-meaning words or phrases by examining a sentence to find clues. |  |  |  |  |  |  |
| Determine the meaning of an unknown word by identifying the common root (e.g., company, companion). |  |  |  |  |  |  |
| **3.L.4d-Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.** |
| Find words in dictionaries and glossaries. |  |  |  |  |  |  |
| Use print and digital glossaries and dictionaries to determine or clarify meanings of key words and phrases. |  |  |  |  |  |  |
| **3.L.5-Demonstrate understanding of word relationships and nuances in word meanings.** |
| **3.L.5a-Distinguish the literal and non-literal meanings of words and phrases in context (e.g., takes steps).** |
| Recognize the difference between literal words and phrases |  |  |  |  |  |  |
| Distinguish the literal words and phrases in context (e.g., take steps). |  |  |  |  |  |  |
| Recognize the difference between non-literal meanings of words and phrases. |  |  |  |  |  |  |
| Distinguish the non- literal meanings of words and phrases in context (e.g., take steps). |  |  |  |  |  |  |
| **3.L.5b-Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).** |
| Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). |  |  |  |  |  |  |
| **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, wondered).** |
| Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., new, believed, suspected, heard, wondered). |  |  |  |  |  |  |
| **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).** |
| Use grade appropriate general academic words. |  |  |  |  |  |  |
| Acquire grade appropriate domain-specific words and phrases. |  |  |  |  |  |  |
| Use grade appropriate domain- specific words. |  |  |  |  |  |  |
| Acquire grade appropriate words and phrases that signal spatial relationships. |  |  |  |  |  |  |
| Use words that signal spatial relationships. |  |  |  |  |  |  |
| Acquire grade appropriate words and phrases that signal temporal relationships. |  |  |  |  |  |  |
| Use words that signal temporal relationships. |  |  |  |  |  |  |