

**Green Township School District**  
**Grade 3 Marking Period English Language Arts Benchmarks**

Report Card Indicators			
Progress Indicators for Reading Literature			
Standard	MP #1	MP #2	MP #3
<b>R.L.3.1</b> <b>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</b>	<ul style="list-style-type: none"><li>● Ask questions to demonstrate understanding of a text, referring explicitly to the text as a basis for answers.</li><li>● Answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for answers.</li><li>● Make relevant connections to demonstrate understanding of the text, referring explicitly to the text as the basis for answers</li></ul>		<ul style="list-style-type: none"><li>● Ask questions to demonstrate understanding of a text, referring explicitly to the text as a basis for answers.</li><li>● Answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for answers.</li><li>● Make relevant connections to demonstrate understanding of the text, referring explicitly to the text as the basis for answers</li></ul>
<b>RL.3.2</b> <b>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</b>	<ul style="list-style-type: none"><li>● Recount stories, including fables, folktales and myths from diverse cultures</li><li>● Determine the central message/theme, lesson or moral in a story</li><li>● Explain how the message/theme, lesson or moral is revealed through key details in a text.</li><li>● Determine the main idea of</li></ul>		<ul style="list-style-type: none"><li>● Recount stories, including fables, folktales and myths from diverse cultures</li><li>● Determine the central message/theme, lesson or moral in a story</li><li>● Explain how the message/theme, lesson or moral is revealed through key details in a text.</li><li>● Determine the main idea of</li></ul>

	<p>a text</p> <ul style="list-style-type: none"> <li>● Recount the key details in a text</li> <li>● Explain how key details support the main idea</li> </ul>		<p>a text</p> <ul style="list-style-type: none"> <li>● Recount the key details in a text</li> <li>● Explain how key details support the main idea</li> </ul>
<b>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</b>	<ul style="list-style-type: none"> <li>● Describe characters in a story</li> <li>● Explain how the character's actions contribute to the plot</li> </ul>		<ul style="list-style-type: none"> <li>● Describe characters in a story</li> <li>● Explain how the character's actions contribute to the plot</li> </ul>
<b>R.L.3.4 RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</b>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to determine the meaning of words as they are used in a text</li> <li>● Demonstrate the ability to determine the meaning of phrases as they are used in a text</li> <li>● Differentiate between literal and nonliteral language</li> </ul>		<ul style="list-style-type: none"> <li>● Demonstrate the ability to determine the meaning of words as they are used in a text</li> <li>● Demonstrate the ability to determine the meaning of phrases as they are used in a text</li> <li>● Differentiate between literal and nonliteral language</li> </ul>
<b>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</b>	<ul style="list-style-type: none"> <li>● Refer to parts of stories writing about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</li> <li>● Refer to parts of stories, when speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</li> </ul>		<ul style="list-style-type: none"> <li>● Refer to parts of stories writing about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</li> <li>● Refer to parts of stories, when speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</li> </ul>

	<ul style="list-style-type: none"> <li>● Refer to parts of dramas, when writing about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</li> <li>● Refer to parts of dramas, speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</li> <li>● Refer to parts of poems when writing about a text, using terms such as stanza; describe how each successive part builds on earlier sections.</li> <li>● Refer to parts of poems when speaking about a text, using terms such as stanza; describe how each successive part builds on earlier sections.</li> </ul>		<ul style="list-style-type: none"> <li>● Refer to parts of dramas, when writing about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</li> <li>● Refer to parts of dramas, speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</li> <li>● Refer to parts of poems when writing about a text, using terms such as stanza; describe how each successive part builds on earlier sections.</li> <li>● Refer to parts of poems when speaking about a text, using terms such as stanza; describe how each successive part builds on earlier sections.</li> </ul>
<b>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</b>	<ul style="list-style-type: none"> <li>● Distinguish student point of view (perspective) from that of the narrator.</li> <li>● Distinguish student point of view (perspective) from that of the characters.</li> </ul>		<ul style="list-style-type: none"> <li>● Distinguish student point of view (perspective) from that of the narrator.</li> <li>● Distinguish student point of view (perspective) from that of the characters.</li> </ul>
<b>RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed</b>	<ul style="list-style-type: none"> <li>● Explain how specific aspects of the text's illustrations contribute to</li> </ul>		<ul style="list-style-type: none"> <li>● Explain how specific aspects of the text's illustrations contribute to</li> </ul>

by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	what is conveyed by words in a story		what is conveyed by words in a story
<b>RL.3.8. (Not applicable to literature)</b>			
<b>RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</b>	<ul style="list-style-type: none"> <li>● Compare the central message/theme, lesson, and/ or moral of stories written by the same author about the same or similar characters.</li> <li>● Compare settings of stories written by the same author about the same or similar characters</li> <li>● Compare plots of stories written by the same author about the same or similar characters</li> <li>● Contrast the central message/theme, lesson, and/ or moral, written by the same author about the same or similar characters</li> <li>● Contrast the settings of stories written by the same author about the same or similar characters</li> <li>● Contrast the plots of stories written by the same author about the same or similar characters</li> <li>● Reflect on the central message/theme, lesson, and/ or moral, of stories written by the same author</li> </ul>		<ul style="list-style-type: none"> <li>● Compare the central message/theme, lesson, and/ or moral of stories written by the same author about the same or similar characters.</li> <li>● Compare settings of stories written by the same author about the same or similar characters</li> <li>● Compare plots of stories written by the same author about the same or similar characters</li> <li>● Contrast the central message/theme, lesson, and/ or moral, written by the same author about the same or similar characters</li> <li>● Contrast the settings of stories written by the same author about the same or similar characters</li> <li>● Contrast the plots of stories written by the same author about the same or similar characters</li> <li>● Reflect on the central message/theme, lesson, and/ or moral, of stories written by the same author</li> </ul>

	<p>about the same or similar characters</p> <ul style="list-style-type: none"> <li>● Reflect on the settings of stories written by the same author about the same or similar characters</li> <li>● Reflect on the plots of stories written by the same author about the same or similar characters</li> </ul>		<p>about the same or similar characters</p> <ul style="list-style-type: none"> <li>● Reflect on the settings of stories written by the same author about the same or similar characters</li> <li>● Reflect on the plots of stories written by the same author about the same or similar characters</li> </ul>
<b>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</b>	<ul style="list-style-type: none"> <li>● By the end of third grade, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed</li> </ul>		<ul style="list-style-type: none"> <li>● By the end of third grade, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed</li> </ul>
<b>Progress Indicators for Reading Informational Text</b>			
<b>RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</b>		<ul style="list-style-type: none"> <li>● Ask questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>● Make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>● Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>● Make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>

<b>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea</b>		<ul style="list-style-type: none"> <li>● Determine the main idea of a text.</li> <li>● Recount the key details of a text and explain how they support the main idea</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the main idea of a text.</li> <li>● Recount the key details of a text and explain how they support the main idea</li> </ul>
<b>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</b>		<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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 sequence.</li> <li>● 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 cause/effect.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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 sequence.</li> <li>● 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 cause/effect.</li> </ul>
<b>RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</b>		<ul style="list-style-type: none"> <li>● Determine the meaning of general academic words in a text relevant to a grade 3 topic or subject area.</li> <li>● Determine the meaning of general academic phrases in a text relevant to a grade 3 topic or subject area.</li> <li>● Determine the meaning of</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the meaning of general academic words in a text relevant to a grade 3 topic or subject area.</li> <li>● Determine the meaning of general academic phrases in a text relevant to a grade 3 topic or subject area.</li> <li>● Determine the meaning of</li> </ul>

		<p>general domain-specific words in a text relevant to a grade 3 topic or subject area.</p> <ul style="list-style-type: none"> <li>● Determine the meaning of general domain-specific phrases in a text relevant to a grade 3 topic or subject area.</li> </ul>	<p>general domain-specific words in a text relevant to a grade 3 topic or subject area.</p> <ul style="list-style-type: none"> <li>● Determine the meaning of general domain-specific phrases in a text relevant to a grade 3 topic or subject area.</li> </ul>
<b>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</b>		<ul style="list-style-type: none"> <li>● Use text features to locate information</li> <li>● Use search tools to locate information</li> </ul>	<ul style="list-style-type: none"> <li>● Use text features to locate information</li> <li>● Use search tools to locate information</li> </ul>
<b>RI.3.6. Distinguish their own point of view from that of the author of a text.</b>		<ul style="list-style-type: none"> <li>● Distinguish students' own point of view (perspectives) from that of the author of a text.</li> </ul>	<ul style="list-style-type: none"> <li>● Distinguish students' own point of view (perspectives) from that of the author of a text.</li> </ul>
<b>RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</b>		<ul style="list-style-type: none"> <li>● Use information gained from text features in a text to understand the text</li> <li>● Use information gained from the words in a text to understand the text</li> </ul>	<ul style="list-style-type: none"> <li>● Use information gained from text features in a text to understand the text</li> <li>● Use information gained from the words in a text to understand the text</li> </ul>
<b>RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</b>		<ul style="list-style-type: none"> <li>● Describe the logical connection between particular sentences to support specific points the author makes in a text</li> <li>● Describe the logical connection between paragraphs in a text to</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the logical connection between particular sentences to support specific points the author makes in a text</li> <li>● Describe the logical connection between paragraphs in a text to</li> </ul>

		support specific points the author makes in a text	support specific points the author makes in a text
<b>RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural knowledge) the most important points and key details presented in two texts on the same topic.</b>		<ul style="list-style-type: none"> <li>• Compare the most important points and key details presented in two texts on the same topic</li> <li>• Contrast the most important points and key details presented in two texts on the same topic</li> <li>• Reflect on the most important points and key details presented in two texts on the same topic</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the most important points and key details presented in two texts on the same topic</li> <li>• Contrast the most important points and key details presented in two texts on the same topic</li> <li>• Reflect on the most important points and key details presented in two texts on the same topic</li> </ul>
<b>R.I.3.10</b> <b>By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</b>		<ul style="list-style-type: none"> <li>• By the end of third grade, read and comprehend nonfiction at grade level text-complexity or above, with scaffolding as needed</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of third grade, read and comprehend nonfiction at grade level text-complexity or above, with scaffolding as needed</li> </ul>
<b>Reading Foundational Skills</b>			
<b>R.F.3.3</b> <b>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</b> <b>A. Identify and know the meaning of the most common prefixes and derivational suffixes.</b> <b>B. Decode words with common Latin suffixes.</b> <b>C. Decode multisyllable words.</b> <b>D. Read grade-appropriate</b>	<ul style="list-style-type: none"> <li>• Identify the most common prefixes</li> <li>• Identify the most common suffixes</li> <li>• Know the meaning of the most common prefixes</li> <li>• know the meaning of the most common suffixes</li> <li>• Decode multisyllable words</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the most common prefixes</li> <li>• Identify the most common suffixes</li> <li>• Know the meaning of the most common prefixes</li> <li>• know the meaning of the most common suffixes</li> <li>• Decode multisyllable words</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the most common prefixes</li> <li>• Identify the most common suffixes</li> <li>• Know the meaning of the most common prefixes</li> <li>• know the meaning of the most common suffixes</li> <li>• Decode multisyllable words</li> </ul>



irregularly spelled words.			
<p><b>R.F.3.4</b>  <b>Read with sufficient accuracy and fluency to support comprehension.</b>  <b>A. Read grade-level text with purpose and understanding.</b>  <b>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</b>  <b>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b></p>	<ul style="list-style-type: none"> <li>● Read with sufficient accuracy to support comprehension.</li> <li>● Read with sufficient fluency to support comprehension.</li> <li>● Read grade-level text with purpose.</li> <li>● Read grade-level text with understanding.</li> <li>● Read grade-level prose orally with accuracy.</li> <li>● Read grade-level prose orally with appropriate rate.</li> <li>● Read grade-level prose orally with expression.</li> <li>● Read grade-level poetry orally with accuracy.</li> <li>● Read grade-level poetry orally with appropriate rate</li> <li>● Read grade-level poetry orally with expression.</li> <li>● Use context to confirm word recognition rereading as necessary.</li> <li>● Use context to confirm understanding, rereading as necessary.</li> <li>● Use context to self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Read with sufficient accuracy to support comprehension.</li> <li>● Read with sufficient fluency to support comprehension.</li> <li>● Read grade-level text with purpose.</li> <li>● Read grade-level text with understanding.</li> <li>● Read grade-level prose orally with accuracy.</li> <li>● Read grade-level prose orally with appropriate rate.</li> <li>● Read grade-level prose orally with expression.</li> <li>● Read grade-level poetry orally with accuracy.</li> <li>● Read grade-level poetry orally with appropriate rate</li> <li>● Read grade-level poetry orally with expression.</li> <li>● Use context to confirm word recognition rereading as necessary.</li> <li>● Use context to confirm understanding, rereading as necessary.</li> <li>● Use context to self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Read with sufficient accuracy to support comprehension.</li> <li>● Read with sufficient fluency to support comprehension.</li> <li>● Read grade-level text with purpose.</li> <li>● Read grade-level text with understanding.</li> <li>● Read grade-level prose orally with accuracy.</li> <li>● Read grade-level prose orally with appropriate rate.</li> <li>● Read grade-level prose orally with expression.</li> <li>● Read grade-level poetry orally with accuracy.</li> <li>● Read grade-level poetry orally with appropriate rate</li> <li>● Read grade-level poetry orally with expression.</li> <li>● Use context to confirm word recognition rereading as necessary.</li> <li>● Use context to confirm understanding, rereading as necessary.</li> <li>● Use context to self-correct word recognition and understanding, rereading as necessary.</li> </ul>

## Progress Indicators for Writing

<p><b>W.3.1</b>  <b>Write opinion pieces on topics or texts, supporting a point of view with reasons.</b></p> <p><b>A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</b></p> <p><b>B. Provide reasons that support the opinion</b></p> <p><b>C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons</b></p> <p><b>D. Provide a conclusion</b></p>		<ul style="list-style-type: none"> <li>• Write opinion pieces on topics, supporting a point of view with reasons</li> <li>• Write opinion pieces on texts, supporting a point of view with reasons</li> <li>• Introduce the topic or text they are writing about</li> <li>• State an opinion on the topic or text they are writing about</li> <li>• Create an organizational structure that lists reasons on the topic or text they are writing about</li> <li>• Provide reasons that support the opinion</li> <li>• Use linking words to connect opinion and reasons</li> <li>• Use phrases to connect opinion and reasons</li> <li>• Provide a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Write opinion pieces on topics, supporting a point of view with reasons</li> <li>• Write opinion pieces on texts, supporting a point of view with reasons</li> <li>• Introduce the topic or text they are writing about</li> <li>• State an opinion on the topic or text they are writing about</li> <li>• Create an organizational structure that lists reasons on the topic or text they are writing about</li> <li>• Provide reasons that support the opinion</li> <li>• Use linking words to connect opinion and reasons</li> <li>• Use phrases to connect opinion and reasons</li> <li>• Provide a conclusion</li> </ul>
<p><b>W.3.2</b>  <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b></p> <p><b>A. Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to</b></p>		<ul style="list-style-type: none"> <li>• Write informative /explanatory texts to examine a topic clearly</li> <li>• Write informative /explanatory texts to convey ideas clearly</li> <li>• Write informative /explanatory texts to convey information clearly</li> <li>• Introduce a topic and group related information</li> </ul>	<ul style="list-style-type: none"> <li>• Write informative /explanatory texts to examine a topic clearly</li> <li>• Write informative /explanatory texts to convey ideas clearly</li> <li>• Write informative /explanatory texts to convey information clearly</li> <li>• Introduce a topic and group related information</li> </ul>

<p>support comprehension</p> <p><b>B. Develop the topic with facts, definitions, and details</b></p> <p><b>C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information</b></p> <p><b>D. Provide a conclusion</b></p>		<p>together</p> <ul style="list-style-type: none"> <li>● Include text features when useful to support comprehension</li> <li>● Develop the topic with facts</li> <li>● Develop the topic with definitions</li> <li>● Develop the topic with details</li> <li>● Use linking words to connect ideas within categories of information</li> <li>● Use phrases to connect ideas within categories of information</li> <li>● Provide a conclusion</li> </ul>	<p>together</p> <ul style="list-style-type: none"> <li>● Include text features when useful to support comprehension</li> <li>● Develop the topic with facts</li> <li>● Develop the topic with definitions</li> <li>● Develop the topic with details</li> <li>● Use linking words to connect ideas within categories of information</li> <li>● Use phrases to connect ideas within categories of information</li> <li>● Provide a conclusion</li> </ul>
<p><b>W.3.3</b></p> <p><b>Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences</b></p> <p><b>A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally</b></p> <p><b>B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to</b></p>	<ul style="list-style-type: none"> <li>● Write narratives to develop real or imagined experiences or events using narrative technique</li> <li>● Write narratives to develop real or imagined experiences or events using descriptive details</li> <li>● Write narratives to develop real or imagined experiences or events using clear event sequences</li> <li>● Establish a situation and organize an event sequence that unfolds naturally</li> <li>● Introduce a narrator and/or characters</li> <li>● Use dialogue to develop</li> </ul>		<ul style="list-style-type: none"> <li>● Write narratives to develop real or imagined experiences or events using narrative technique</li> <li>● Write narratives to develop real or imagined experiences or events using descriptive details</li> <li>● Write narratives to develop real or imagined experiences or events using clear event sequences</li> <li>● Establish a situation and organize an event sequence that unfolds naturally</li> <li>● Introduce a narrator and/or characters</li> <li>● Use dialogue to develop</li> </ul>

<p><b>situations</b></p> <p><b>C. Use temporal words and phrases to signal event order</b></p> <p><b>D. Provide a sense of closure</b></p>	<p>experiences and events</p> <ul style="list-style-type: none"> <li>• Use dialogue to show the response of characters to situations</li> <li>• Use descriptions of actions to develop experiences and events</li> <li>• Use descriptions of thoughts to develop experiences and events</li> <li>• Use descriptions of feelings to develop experiences and events</li> <li>• Use descriptions of actions to show the response of characters to situations</li> <li>• Use descriptions of thoughts to show the response of characters to situations</li> <li>• Use descriptions of feelings to show the response of characters to situations</li> </ul>		<p>experiences and events</p> <ul style="list-style-type: none"> <li>• Use dialogue to show the response of characters to situations</li> <li>• Use descriptions of actions to develop experiences and events</li> <li>• Use descriptions of thoughts to develop experiences and events</li> <li>• Use descriptions of feelings to develop experiences and events</li> <li>• Use descriptions of actions to show the response of characters to situations</li> <li>• Use descriptions of thoughts to show the response of characters to situations</li> <li>• Use descriptions of feelings to show the response of characters to situations</li> </ul>
<p><b>W.3.4.</b></p> <p><b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p>	<ul style="list-style-type: none"> <li>• Produce clear and coherent writing in which the development is appropriate to task</li> <li>• Produce clear and coherent writing in which the development is appropriate to purpose</li> <li>• Produce clear and coherent writing in which the development is appropriate to audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce clear and coherent writing in which the development is appropriate to task</li> <li>• Produce clear and coherent writing in which the development is appropriate to purpose</li> <li>• Produce clear and coherent writing in which the development is appropriate to audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce clear and coherent writing in which the development is appropriate to task</li> <li>• Produce clear and coherent writing in which the development is appropriate to purpose</li> <li>• Produce clear and coherent writing in which the development is appropriate to audience.</li> </ul>

	<ul style="list-style-type: none"> <li>● Produce clear and coherent writing in which the organization is appropriate to task.</li> <li>● Produce clear and coherent writing in which the organization is appropriate to purpose.</li> <li>● Produce clear and coherent writing in which the organization is appropriate to audience.</li> <li>● Produce clear and coherent writing in which the style is appropriate to task</li> <li>● Produce clear and coherent writing in which the style is appropriate to purpose</li> <li>● Produce clear and coherent writing in which the style is appropriate to audience</li> </ul>	<ul style="list-style-type: none"> <li>● Produce clear and coherent writing in which the organization is appropriate to task.</li> <li>● Produce clear and coherent writing in which the organization is appropriate to purpose.</li> <li>● Produce clear and coherent writing in which the organization is appropriate to audience.</li> <li>● Produce clear and coherent writing in which the style is appropriate to task</li> <li>● Produce clear and coherent writing in which the style is appropriate to purpose</li> <li>● Produce clear and coherent writing in which the style is appropriate to audience</li> </ul>	<ul style="list-style-type: none"> <li>● Produce clear and coherent writing in which the organization is appropriate to task.</li> <li>● Produce clear and coherent writing in which the organization is appropriate to purpose.</li> <li>● Produce clear and coherent writing in which the organization is appropriate to audience.</li> <li>● Produce clear and coherent writing in which the style is appropriate to task</li> <li>● Produce clear and coherent writing in which the style is appropriate to purpose</li> <li>● Produce clear and coherent writing in which the style is appropriate to audience</li> </ul>
<b>W.3.5.</b> <b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</b>	<ul style="list-style-type: none"> <li>● With guidance and support from peers and adults, develop writing as needed planning.</li> <li>● With guidance and support from peers and adults, develop writing as needed by revising.</li> <li>● With guidance and support from peers and adults, develop writing as needed by editing.</li> <li>● With guidance and support from peers and adults, strengthen writing as</li> </ul>	<ul style="list-style-type: none"> <li>● With guidance and support from peers and adults, develop writing as needed planning.</li> <li>● With guidance and support from peers and adults, develop writing as needed by revising.</li> <li>● With guidance and support from peers and adults, develop writing as needed by editing.</li> <li>● With guidance and support from peers and adults, strengthen writing as</li> </ul>	<ul style="list-style-type: none"> <li>● With guidance and support from peers and adults, develop writing as needed planning.</li> <li>● With guidance and support from peers and adults, develop writing as needed by revising.</li> <li>● With guidance and support from peers and adults, develop writing as needed by editing.</li> <li>● With guidance and support from peers and adults, strengthen writing as</li> </ul>

	<p>needed by planning.</p> <ul style="list-style-type: none"> <li>• With guidance and support from peers and adults, strengthen writing as needed by revising.</li> <li>• With guidance and support from peers and adults, strengthen writing as needed by editing.</li> </ul>	<p>needed by planning.</p> <ul style="list-style-type: none"> <li>• With guidance and support from peers and adults, strengthen writing as needed by revising.</li> <li>• With guidance and support from peers and adults, strengthen writing as needed by editing.</li> </ul>	<p>needed by planning.</p> <ul style="list-style-type: none"> <li>• With guidance and support from peers and adults, strengthen writing as needed by revising.</li> <li>• With guidance and support from peers and adults, strengthen writing as needed by editing.</li> </ul>
<b>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</b>	<ul style="list-style-type: none"> <li>• With guidance and support from adults, use technology to produce writing as well as to interact and collaborate with others.</li> <li>• With guidance and support from adults, use technology to publish writing as well as to interact and collaborate with others.</li> </ul>	<ul style="list-style-type: none"> <li>• With guidance and support from adults, use technology to produce writing as well as to interact and collaborate with others.</li> <li>• With guidance and support from adults, use technology to publish writing as well as to interact and collaborate with others.</li> </ul>	<ul style="list-style-type: none"> <li>• With guidance and support from adults, use technology to produce writing as well as to interact and collaborate with others.</li> <li>• With guidance and support from adults, use technology to publish writing as well as to interact and collaborate with others.</li> </ul>
<b>W.3.7. Conduct short research projects that build knowledge about a topic.</b>	<ul style="list-style-type: none"> <li>• Conduct short research projects that build knowledge about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct short research projects that build knowledge about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct short research projects that build knowledge about a topic.</li> </ul>
<b>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</b>	<ul style="list-style-type: none"> <li>• Recall information from experiences and take brief notes on sources.</li> <li>• Recall information from experiences and sort evidence into provided categories.</li> <li>• Gather information from print and digital sources; take brief notes on sources</li> <li>• Gather information from print and digital sources;</li> </ul>	<ul style="list-style-type: none"> <li>• Recall information from experiences and take brief notes on sources.</li> <li>• Recall information from experiences and sort evidence into provided categories.</li> <li>• Gather information from print and digital sources; take brief notes on sources</li> <li>• Gather information from print and digital sources;</li> </ul>	<ul style="list-style-type: none"> <li>• Recall information from experiences and take brief notes on sources.</li> <li>• Recall information from experiences and sort evidence into provided categories.</li> <li>• Gather information from print and digital sources; take brief notes on sources</li> <li>• Gather information from print and digital sources;</li> </ul>

	sort evidence into provided categories.	sort evidence into provided categories.	sort evidence into provided categories.
<b>W.3.9. (Begins in grade 4)</b>			
<b>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b>	<ul style="list-style-type: none"> <li>Writes routinely over extended time frames: time for research, reflection, metacognition/self-correction and revision.</li> <li>Writes routinely over shorter time frames: A single sitting for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Write routinely over shorter time frames: a day or two for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Writes routinely over extended time frames: time for research, reflection, metacognition/self-correction and revision.</li> <li>Writes routinely over shorter time frames: A single sitting for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Write routinely over shorter time frames: a day or two for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Writes routinely over extended time frames: time for research, reflection, metacognition/self-correction and revision.</li> <li>Writes routinely over shorter time frames: A single sitting for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Write routinely over shorter time frames: a day or two for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>
<b>Progress Indicators for Speaking and Listening</b>			
<b>SL.3.1. 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.</b> <b>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</b>	<ul style="list-style-type: none"> <li>Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas.</li> <li>Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, expressing their own ideas clearly.</li> <li>Explicitly draw on</li> </ul>	<ul style="list-style-type: none"> <li>Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas.</li> <li>Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, expressing their own ideas clearly.</li> <li>Explicitly draw on</li> </ul>	<ul style="list-style-type: none"> <li>Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas.</li> <li>Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, expressing their own ideas clearly.</li> <li>Explicitly draw on</li> </ul>

<p><b>B. Follow agreed-upon norms 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).</b></p> <p><b>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</b></p> <p><b>D. Explain their own ideas and understanding in light of the discussion.</b></p>	<p>previously read text on a topic to explore ideas under discussion.</p> <ul style="list-style-type: none"> <li>● Explicitly draw on material and other information known about the topic to explore ideas under discussion.</li> <li>● Follow agreed-upon norms for discussions.</li> <li>● Ask questions to check understanding of information presented</li> <li>● Stay on topic</li> <li>● Link comments to the remarks of others.</li> <li>● Explain student's own ideas in light of the discussion.</li> <li>● Explain student's own understanding in light of the discussion.</li> </ul>	<p>previously read text on a topic to explore ideas under discussion.</p> <ul style="list-style-type: none"> <li>● Explicitly draw on material and other information known about the topic to explore ideas under discussion.</li> <li>● Follow agreed-upon norms for discussions.</li> <li>● Ask questions to check understanding of information presented</li> <li>● Stay on topic</li> <li>● Link comments to the remarks of others.</li> <li>● Explain student's own ideas in light of the discussion.</li> <li>● Explain student's own understanding in light of the discussion.</li> </ul>	<p>previously read text on a topic to explore ideas under discussion.</p> <ul style="list-style-type: none"> <li>● Explicitly draw on material and other information known about the topic to explore ideas under discussion.</li> <li>● Follow agreed-upon norms for discussions.</li> <li>● Ask questions to check understanding of information presented</li> <li>● Stay on topic</li> <li>● Link comments to the remarks of others.</li> <li>● Explain student's own ideas in light of the discussion.</li> <li>● Explain student's own understanding in light of the discussion.</li> </ul>
<p><b>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</b></p>	<ul style="list-style-type: none"> <li>● Determine the main ideas of a text read aloud.</li> <li>● Determine the main ideas of information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>● Determine the supporting details of a text read aloud.</li> <li>● Determine the supporting details of information presented in diverse media and formats, including visually, quantitatively, and</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the main ideas of a text read aloud.</li> <li>● Determine the main ideas of information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>● Determine the supporting details of a text read aloud.</li> <li>● Determine the supporting details of information presented in diverse media and formats, including visually, quantitatively, and</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the main ideas of a text read aloud.</li> <li>● Determine the main ideas of information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>● Determine the supporting details of a text read aloud.</li> <li>● Determine the supporting details of information presented in diverse media and formats, including visually, quantitatively, and</li> </ul>



	orally.	orally.	orally.
<b>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</b>	<ul style="list-style-type: none"> <li>● Ask questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>● Answer questions about information from a speaker, offering appropriate elaboration and detail.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>● Answer questions about information from a speaker, offering appropriate elaboration and detail.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>● Answer questions about information from a speaker, offering appropriate elaboration and detail.</li> </ul>
<b>SL.3.4. 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.</b>	<ul style="list-style-type: none"> <li>● Report on a topic or text, tell a story, or recount an experience with appropriate facts and speaking clearly at an understandable pace.</li> <li>● Report on a topic or text, tell a story, or recount an experience with relevant, descriptive details and speaking clearly at an understandable pace.</li> </ul>	<ul style="list-style-type: none"> <li>● Report on a topic or text, tell a story, or recount an experience with appropriate facts and speaking clearly at an understandable pace.</li> <li>● Report on a topic or text, tell a story, or recount an experience with relevant, descriptive details and speaking clearly at an understandable pace.</li> </ul>	<ul style="list-style-type: none"> <li>● Report on a topic or text, tell a story, or recount an experience with appropriate facts and speaking clearly at an understandable pace.</li> <li>● Report on a topic or text, tell a story, or recount an experience with relevant, descriptive details and speaking clearly at an understandable pace.</li> </ul>
<b>SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</b>	<ul style="list-style-type: none"> <li>● Use multimedia to demonstrate fluid reading at an understandable pace;</li> <li>● Add visual displays when appropriate to emphasize or enhance certain facts or details.</li> </ul>	<ul style="list-style-type: none"> <li>● Use multimedia to demonstrate fluid reading at an understandable pace;</li> <li>● Add visual displays when appropriate to emphasize or enhance certain facts or details.</li> </ul>	<ul style="list-style-type: none"> <li>● Use multimedia to demonstrate fluid reading at an understandable pace;</li> <li>● Add visual displays when appropriate to emphasize or enhance certain facts or details.</li> </ul>
<b>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to</b>	<ul style="list-style-type: none"> <li>● Speak in complete sentences when appropriate to task and situation in</li> </ul>	<ul style="list-style-type: none"> <li>● Speak in complete sentences when appropriate to task and situation in</li> </ul>	<ul style="list-style-type: none"> <li>● Speak in complete sentences when appropriate to task and situation in</li> </ul>

provide requested detail or clarification.	order to provide requested detail or clarification.	order to provide requested detail or clarification.	order to provide requested detail or clarification.
Progress Indicators for Language			
<p><b>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</b></p> <p><b>B. Form and use regular and irregular plural nouns.</b></p> <p><b>C. Use abstract nouns (e.g., childhood).</b></p> <p><b>D. Form and use regular and irregular verbs.</b></p> <p><b>E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</b></p> <p><b>F. Ensure subject-verb and pronoun-antecedent agreement.</b></p> <p><b>G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</b></p> <p><b>H. Use coordinating and subordinating conjunctions.</b></p> <p><b>I. Produce simple, compound, and complex sentences.</b></p>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing.</li> <li>● Demonstrate command of the conventions of standard English grammar and usage when speaking.</li> <li>● Explain the function of nouns in general and their functions in particular sentences.</li> <li>● Explain the function of pronouns in general and their functions in particular sentences.</li> <li>● Explain the function of verbs in general and their functions in particular sentences.</li> <li>● Explain the function of adjectives in general and their functions in particular sentences.</li> <li>● Explain the function of adverbs in general and their functions in particular sentences.</li> <li>● Form and use regular plural nouns.</li> <li>● Form and use irregular plural nouns.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing.</li> <li>● Demonstrate command of the conventions of standard English grammar and usage when speaking.</li> <li>● Explain the function of nouns in general and their functions in particular sentences.</li> <li>● Explain the function of pronouns in general and their functions in particular sentences.</li> <li>● Explain the function of verbs in general and their functions in particular sentences.</li> <li>● Explain the function of adjectives in general and their functions in particular sentences.</li> <li>● Explain the function of adverbs in general and their functions in particular sentences.</li> <li>● Form and use regular plural nouns.</li> <li>● Form and use irregular plural nouns.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing.</li> <li>● Demonstrate command of the conventions of standard English grammar and usage when speaking.</li> <li>● Explain the function of nouns in general and their functions in particular sentences.</li> <li>● Explain the function of pronouns in general and their functions in particular sentences.</li> <li>● Explain the function of verbs in general and their functions in particular sentences.</li> <li>● Explain the function of adjectives in general and their functions in particular sentences.</li> <li>● Explain the function of adverbs in general and their functions in particular sentences.</li> <li>● Form and use regular plural nouns.</li> <li>● Form and use irregular plural nouns.</li> </ul>

	<ul style="list-style-type: none"> <li>● Use abstract nouns (e.g., childhood).</li> <li>● Form regular verbs.</li> <li>● Use regular verbs</li> <li>● Form irregular verbs</li> <li>● Use irregular verbs</li> <li>● Form the simple verb tenses.</li> <li>● Use the simple verb tenses.</li> <li>● Ensure subject-verb agreement.</li> <li>● Ensure pronoun-antecedent agreement.</li> <li>● Form comparative and adjectives</li> <li>● Use comparative adjectives</li> <li>● Form superlative adjectives</li> <li>● Use superlative adjectives</li> <li>● Form comparative adverbs.</li> <li>● Use comparative adverbs</li> <li>● Choose between comparative and superlative adjectives depending on what is to be modified.</li> <li>● Choose between comparative and superlative adverbs depending on what is to be modified.</li> <li>● Use coordinating conjunctions.</li> <li>● Use subordinating conjunctions.</li> <li>● Produce simple sentences.</li> <li>● Produce compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Use abstract nouns (e.g., childhood).</li> <li>● Form regular verbs.</li> <li>● Use regular verbs</li> <li>● Form irregular verbs</li> <li>● Use irregular verbs</li> <li>● Form the simple verb tenses.</li> <li>● Use the simple verb tenses.</li> <li>● Ensure subject-verb agreement.</li> <li>● Ensure pronoun-antecedent agreement.</li> <li>● Form comparative and adjectives</li> <li>● Use comparative adjectives</li> <li>● Form superlative adjectives</li> <li>● Use superlative adjectives</li> <li>● Form comparative adverbs.</li> <li>● Use comparative adverbs</li> <li>● Choose between comparative and superlative adjectives depending on what is to be modified.</li> <li>● Choose between comparative and superlative adverbs depending on what is to be modified.</li> <li>● Use coordinating conjunctions.</li> <li>● Use subordinating conjunctions.</li> <li>● Produce simple sentences.</li> <li>● Produce compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Use abstract nouns (e.g., childhood).</li> <li>● Form regular verbs.</li> <li>● Use regular verbs</li> <li>● Form irregular verbs</li> <li>● Use irregular verbs</li> <li>● Form the simple verb tenses.</li> <li>● Use the simple verb tenses.</li> <li>● Ensure subject-verb agreement.</li> <li>● Ensure pronoun-antecedent agreement.</li> <li>● Form comparative and adjectives</li> <li>● Use comparative adjectives</li> <li>● Form superlative adjectives</li> <li>● Use superlative adjectives</li> <li>● Form comparative adverbs.</li> <li>● Use comparative adverbs</li> <li>● Choose between comparative and superlative adjectives depending on what is to be modified.</li> <li>● Choose between comparative and superlative adverbs depending on what is to be modified.</li> <li>● Use coordinating conjunctions.</li> <li>● Use subordinating conjunctions.</li> <li>● Produce simple sentences.</li> <li>● Produce compound sentences.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Produce complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Produce complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Produce complex sentences.</li> </ul>
<p><b>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>A. Capitalize appropriate words in titles.</b></p> <p><b>B. Use commas in addresses.</b></p> <p><b>C. Use commas and quotation marks in dialogue.</b></p> <p><b>D. Form and use possessives.</b></p> <p><b>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</b></p> <p><b>F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</b></p> <p><b>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</b></p>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English capitalization, when writing.</li> <li>● Demonstrate command of the conventions of punctuation, when writing.</li> <li>● Demonstrate command of spelling when writing.</li> <li>● Capitalize appropriate words in titles.</li> <li>● Use commas in addresses.</li> <li>● Use commas in dialogue.</li> <li>● Use quotation marks in dialogue.</li> <li>● Form possessives.</li> <li>● Use possessives.</li> <li>● Use conventional spelling for high-frequency words.</li> <li>● Use conventional spelling for other studied words</li> <li>● Use conventional spelling for adding suffixes to base words.</li> <li>● Use spelling patterns in writing words.</li> <li>● Use spelling generalizations in writing words.</li> <li>● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English capitalization, when writing.</li> <li>● Demonstrate command of the conventions of punctuation, when writing.</li> <li>● Demonstrate command of spelling when writing.</li> <li>● Capitalize appropriate words in titles.</li> <li>● Use commas in addresses.</li> <li>● Use commas in dialogue.</li> <li>● Use quotation marks in dialogue.</li> <li>● Form possessives.</li> <li>● Use possessives.</li> <li>● Use conventional spelling for high-frequency words.</li> <li>● Use conventional spelling for other studied words</li> <li>● Use conventional spelling for adding suffixes to base words.</li> <li>● Use spelling patterns in writing words.</li> <li>● Use spelling generalizations in writing words.</li> <li>● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English capitalization, when writing.</li> <li>● Demonstrate command of the conventions of punctuation, when writing.</li> <li>● Demonstrate command of spelling when writing.</li> <li>● Capitalize appropriate words in titles.</li> <li>● Use commas in addresses.</li> <li>● Use commas in dialogue.</li> <li>● Use quotation marks in dialogue.</li> <li>● Form possessives.</li> <li>● Use possessives.</li> <li>● Use conventional spelling for high-frequency words.</li> <li>● Use conventional spelling for other studied words</li> <li>● Use conventional spelling for adding suffixes to base words.</li> <li>● Use spelling patterns in writing words.</li> <li>● Use spelling generalizations in writing words.</li> <li>● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>

<p><b>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>  <b>A. Choose words and phrases for effect.</b>  <b>B. Recognize and observe differences between the conventions of spoken and written standard English</b></p>	<ul style="list-style-type: none"> <li>● Use knowledge of language and its conventions when writing.</li> <li>● Use knowledge of language and its conventions when speaking.</li> <li>● Use knowledge of language and its conventions when reading.</li> <li>● Use knowledge of language and its conventions when listening.</li> <li>● Choose words for effect.</li> <li>● Choose phrases for effect.</li> <li>● Recognize differences between the conventions of spoken and written standard English</li> <li>● Observe differences between the conventions of spoken and written standard English</li> </ul>	<ul style="list-style-type: none"> <li>● Use knowledge of language and its conventions when writing.</li> <li>● Use knowledge of language and its conventions when speaking.</li> <li>● Use knowledge of language and its conventions when reading.</li> <li>● Use knowledge of language and its conventions when listening.</li> <li>● Choose words for effect.</li> <li>● Choose phrases for effect.</li> <li>● Recognize differences between the conventions of spoken and written standard English</li> <li>● Observe differences between the conventions of spoken and written standard English</li> </ul>	<ul style="list-style-type: none"> <li>● Use knowledge of language and its conventions when writing.</li> <li>● Use knowledge of language and its conventions when speaking.</li> <li>● Use knowledge of language and its conventions when reading.</li> <li>● Use knowledge of language and its conventions when listening.</li> <li>● Choose words for effect.</li> <li>● Choose phrases for effect.</li> <li>● Recognize differences between the conventions of spoken and written standard English</li> <li>● Observe differences between the conventions of spoken and written standard English</li> </ul>
<p><b>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>  <b>A. Use sentence-level context as a clue to the meaning of a word or phrase.</b>  <b>B. Determine the meaning of the new word formed when a known</b></p>	<ul style="list-style-type: none"> <li>● Determine the meaning of unknown words based on grade 3 reading and content, choosing flexibly from a range of strategies.</li> <li>● Clarify the meaning of unknown words based on grade 3 reading and content, choosing flexibly from a range of strategies.</li> <li>● Determine the meaning of unknown phrases based on</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the meaning of unknown words based on grade 3 reading and content, choosing flexibly from a range of strategies.</li> <li>● Clarify the meaning of unknown words based on grade 3 reading and content, choosing flexibly from a range of strategies.</li> <li>● Determine the meaning of unknown phrases based on</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the meaning of unknown words based on grade 3 reading and content, choosing flexibly from a range of strategies.</li> <li>● Clarify the meaning of unknown words based on grade 3 reading and content, choosing flexibly from a range of strategies.</li> <li>● Determine the meaning of unknown phrases based on</li> </ul>

<p><b>affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</b></p> <p><b>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</b></p> <p><b>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</b></p>	<p>grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>● Clarify the meaning of multiple-meaning phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</li> <li>● Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>● Determine the meaning of the new word formed when a known affix is added to a known word</li> <li>● Use a known root word as a clue to the meaning of an unknown word with the same root</li> <li>● Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>	<p>grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>● Clarify the meaning of multiple-meaning phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</li> <li>● Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>● Determine the meaning of the new word formed when a known affix is added to a known word</li> <li>● Use a known root word as a clue to the meaning of an unknown word with the same root</li> <li>● Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>	<p>grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>● Clarify the meaning of multiple-meaning phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</li> <li>● Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>● Determine the meaning of the new word formed when a known affix is added to a known word</li> <li>● Use a known root word as a clue to the meaning of an unknown word with the same root</li> <li>● Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>
<p><b>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b></p> <p><b>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</b></p> <p><b>B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</b></p> <p><b>C.</b></p>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of figurative language in word meanings.</li> <li>● Demonstrate understanding of word relationships in word meanings.</li> <li>● Demonstrate understanding of nuances in word meanings.</li> <li>● Distinguish the literal and nonliteral meanings of</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of figurative language in word meanings.</li> <li>● Demonstrate understanding of word relationships in word meanings.</li> <li>● Demonstrate understanding of nuances in word meanings.</li> <li>● Distinguish the literal and nonliteral meanings of</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of figurative language in word meanings.</li> <li>● Demonstrate understanding of word relationships in word meanings.</li> <li>● Demonstrate understanding of nuances in word meanings.</li> <li>● Distinguish the literal and nonliteral meanings of</li> </ul>

<p><b>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</b></p>	<p>words and phrases in context</p> <ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use</li> <li>● Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</li> </ul>	<p>words and phrases in context</p> <ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use</li> <li>● Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</li> </ul>	<p>words and phrases in context</p> <ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use</li> <li>● Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</li> </ul>
<p><b>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</b></p>	<ul style="list-style-type: none"> <li>● Acquire grade-appropriate conversational words including those that signal spatial and temporal relationships.</li> <li>● Use accurately grade-appropriate conversational words including those that signal spatial and temporal relationships</li> <li>● Acquire grade-appropriate general academic words including those that signal spatial and temporal relationships</li> <li>● Use accurately grade appropriate general academic words including those that signal spatial and temporal relationships</li> <li>● Acquire grade appropriate domain-specific words, including those that signal spatial and temporal relationships</li> </ul>	<ul style="list-style-type: none"> <li>● Acquire grade-appropriate conversational words including those that signal spatial and temporal relationships.</li> <li>● Use accurately grade-appropriate conversational words including those that signal spatial and temporal relationships</li> <li>● Acquire grade-appropriate general academic words including those that signal spatial and temporal relationships</li> <li>● Use accurately grade appropriate general academic words including those that signal spatial and temporal relationships</li> <li>● Acquire grade appropriate domain-specific words, including those that signal spatial and temporal relationships</li> </ul>	<ul style="list-style-type: none"> <li>● Acquire grade-appropriate conversational words including those that signal spatial and temporal relationships.</li> <li>● Use accurately grade-appropriate conversational words including those that signal spatial and temporal relationships</li> <li>● Acquire grade-appropriate general academic words including those that signal spatial and temporal relationships</li> <li>● Use accurately grade appropriate general academic words including those that signal spatial and temporal relationships</li> <li>● Acquire grade appropriate domain-specific words, including those that signal spatial and temporal relationships</li> </ul>

	<ul style="list-style-type: none"> <li>● Use accurately grade appropriate domain-specific words including those that signal spatial and temporal relationships</li> <li>● Acquire grade-appropriate conversational phrases, including those that signal spatial and temporal relationships</li> <li>● Use accurately grade-appropriate conversational phrases, including those that signal spatial and temporal relationships</li> <li>● Acquire grade appropriate general academic phrases, including those that signal spatial and temporal relationships</li> <li>● Use accurately grade appropriate general academic phrases, including those that signal spatial and temporal relationships</li> <li>● Acquire grade appropriate, domain-specific phrases, including those that signal spatial and temporal relationships</li> <li>● Use accurately grade-appropriate domain-specific phrases, including those that signal</li> </ul>	<ul style="list-style-type: none"> <li>● Use accurately grade domain-specific words including those that signal spatial and temporal relationships</li> <li>● Acquire grade-appropriate conversational phrases, including those that signal spatial and temporal relationships</li> <li>● Use accurately grade-appropriate conversational phrases, including those that signal spatial and temporal relationships</li> <li>● Acquire grade appropriate general academic phrases, including those that signal spatial and temporal relationships</li> <li>● Use accurately grade appropriate general academic phrases, including those that signal spatial and temporal relationships</li> <li>● Acquire grade appropriate, domain-specific phrases, including those that signal spatial and temporal relationships</li> <li>● Use accurately grade-appropriate domain-specific phrases, including those that signal spatial and temporal</li> </ul>	<ul style="list-style-type: none"> <li>● Use accurately grade domain-specific words including those that signal spatial and temporal relationships</li> <li>● Acquire grade-appropriate conversational phrases, including those that signal spatial and temporal relationships</li> <li>● Use accurately grade-appropriate conversational phrases, including those that signal spatial and temporal relationships</li> <li>● Acquire grade appropriate general academic phrases, including those that signal spatial and temporal relationships</li> <li>● Use accurately grade appropriate general academic phrases, including those that signal spatial and temporal relationships</li> <li>● Acquire grade appropriate, domain-specific phrases, including those that signal spatial and temporal relationships</li> <li>● Use accurately grade-appropriate domain-specific phrases, including those that signal spatial and temporal</li> </ul>
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	spatial and temporal relationships	relationships <ul style="list-style-type: none"><li>• appropriate</li></ul>	relationships <ul style="list-style-type: none"><li>• appropriate</li></ul>
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