



## JC Schools 3rd Grade Yearly ELA Standards

Units:		1	2	3	4	5	6	7	8	9	10
<b>Reading Foundations</b>											
<b>Phonics</b>	<b>3.RF.3.A.a,f</b>	x	x	x	x	x	x	x	x	x	x
<b>Reading (Literary and Informational)</b>											
<b>Comprehension</b>	<b>3.R.1.A.b</b>	x		x		x		x	x	x	x
	<b>3.R.1.A.c</b>	x							x		x
<b>Vocabulary</b>	<b>3.R.1.B.a</b>		x	x	x		x	x	x	x	x
	<b>3.R.1.B.b</b>		x		x				x	x	
	<b>3.R.1.B.d</b>	x			x						
	<b>3.R.1.B.i</b>	x	x	x	x	x	x	x	x	x	x
<b>Indep. Reading</b>	<b>3.R.1.D.a,b</b>	x	x	x	x	x	x	x	x	x	x
<b>Fiction</b>	<b>3.R.2.A.a</b>	x			x		x		x		x
	<b>3.R.2.A.b</b>		x		x		x		x		
	<b>3.R.2.A.c</b>	x	x		x		x		x		
	<b>3.R.2.A.f</b>				x		x		x		
	<b>3.R.2.A.g</b>	x			x						
<b>NF Text Feat.</b>	<b>3.R.3.A.b</b>		x		x			x		x	x
	<b>3.R.3.A.c</b>		x		x						
<b>NF Literary Tech.</b>	<b>3.R.3.B.c</b>		x		x					x	
<b>NF Text Struc.</b>	<b>3.R.3.C.a</b>		x	x	x			x	x	x	x
	<b>3.R.3.C.b</b>										x
	<b>3.R.3.C.e</b>		x		x			x			x
<b>Speaking and Listening</b>											
<b>Listen. for Purp.</b>	<b>3.SL.1.A.b</b>			x	x	x	x	x	x	x	x
<b>Language</b>											
<b>Grammar</b>	<b>3.L.1.A.f</b>		x	x	x	x	x	x		x	
<b>Punctuation &amp; Capitalization</b>	<b>3.L.1.B.b</b>							x	x		
	<b>3.L.1.B.f,g</b>	x	x	x	x	x	x	x	x	x	x
<b>Writing</b>											
<b>Drafting</b>	<b>3.W.1.B</b>			x			x	x			x
<b>Revising/Editing</b>	<b>3.W.1.C.a,b</b>	x		x	x		x	x			x
<b>Opinion</b>	<b>3.W.2.A</b>	x			x			x	x		
<b>Informative</b>	<b>3.W.2.B</b>		x			x		x			
<b>Narrative</b>	<b>3.W.2.C</b>									x	x
<b>Research</b>	<b>3.W.3.A.c</b>		x			x					



Unit 1 MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	Supporting Standards
<p><b>3.RF.3.A.a</b>  <b>Develop phonics in the reading process by:</b>  <b>a. decoding multisyllabic words in context and independent of context by applying common spelling patterns</b>  <b>3.R.1.A.b,c</b>  <b>Develop and demonstrate (comprehension) reading skills in response to text by:</b>  <b>b. drawing conclusions and support with textual evidence</b>  <b>c. summarizing a story's beginning, middle, and end determining its central message, lesson, or moral</b>  <b>3.R.1.B.d,i</b>  <b>Develop an understanding of vocabulary by</b>  <b>d. distinguishing the literal and nonliteral meanings of words and phrases in context</b>  <b>i. using conversational, general academic, and domain-specific words and phrases</b>  <b>3.R.1.D.a,b</b>  <b>Read independently for multiple purposes over sustained periods of time by:</b>  <b>a. reading text that is developmentally appropriate</b>  <b>b. producing evidence of reading</b>  <b>3.R.2.A.a-c,g</b>  <b>Read, infer, analyze, and draw conclusions (using fiction) to:</b>  <b>a. summarize and sequence the events/plot and explain how past events impact future events</b>  <b>b. describe the personality traits of characters from their thoughts, words, and actions</b>  <b>c. describe the interaction of characters, including relationships and how they change</b>  <b>g. distinguish their own point of view from that of the narrator or those of the characters</b>  <b>3.W.1.C.a,b</b>  <b>Reread, revise, and edit drafts with assistance from adults/peers to:</b></p>	<p><b>3.RF.4.A.a</b>  Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension:  a. use context to confirm or self-correct word recognition and understanding, rereading as necessary  <b>3.R.1.A.d</b>  Develop and demonstrate (comprehension) reading skills in response to text by:  d. monitoring comprehension and making corrections and adjustments when understanding breaks down  <b>3.R.1.B.h</b>  Develop an understanding of vocabulary by:  h. determining the meaning of the author's use of similes and metaphors to produce imagery  <b>3.R.2.A.d</b>  Read, infer, analyze, and draw conclusions (using fiction) to:  d. paraphrase the big idea/themes and supporting details of texts  <b>3.W.1.A.a</b>  Follow a writing process to plan a first draft by:  a. using a simple prewriting strategy when given the purpose and the intended audience  <b>3.L.1.B.a</b>  In written text:  a. write legibly (print, cursive)  <b>3.SL.2.A.a</b>  Develop and apply effective listening skills and strategies in formal and informal settings by:  a. demonstrating active listening (for entertainment) through body language and eye contact with the speaker, according to classroom expectations</p>

<p>a. develop and strengthen writing by revising main idea, sequence, focus, beginning/middle/end, details/facts, word choice, sentence structure, transitions, audience and purpose, voice</p> <p>b. edit for language conventions</p> <p><b>3.W.2.A.a-g</b></p> <p>Write opinion texts that:</p> <p>a. introduce a topic or text being studied, using connected sentences</p> <p>b. state an opinion or establish a position and provide reasons for the opinion/position</p> <p>c. use specific and accurate words related to the topic, audience and purpose</p> <p>d. contain information using student's original language except when using direct quotation from a source</p> <p>e. reference the name of the author(s) or name of the source used for details or facts</p> <p>f. use transitions to connect opinion and reason</p> <p>g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs</p> <p><b>3.L.1.B.f,g</b></p> <p>In written text:</p> <p>f. capitalize names of places</p> <p>g. capitalize titles of books, stories songs</p>	
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Unit 2 MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	Supporting Standards
<p><b>3.RF.3.A.a,f</b></p> <p>Develop phonics in the reading process by:</p> <p>a. decoding multisyllabic words in context and independent of context by applying common spelling patterns</p> <p>f. reading irregularly spelled high-frequency words</p> <p><b>3.R.1.B.a,b,i</b></p> <p>Develop an understanding of vocabulary by</p> <p>a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words</p> <p>b. using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words</p>	<p><b>3.RF.3.A.b,c</b></p> <p>Develop phonics in the reading process by:</p> <p>b. decoding words that double final consonants when adding an ending</p> <p>c. using the meaning of common prefixes and suffixes</p> <p><b>3.RF.4.A.a</b></p> <p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension to:</p> <p>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p><b>3.R.1.A.d</b></p> <p>Develop and demonstrate reading skills in response to text by:</p>

<p>i. using conversational, general academic, and domain-specific words and phrases  <b>3.R.1.D.a,b</b>  Read independently for multiple purposes over sustained periods of time by:</p> <ul style="list-style-type: none"> <li>a. reading text that is developmentally appropriate</li> <li>b. producing evidence of reading</li> </ul> <p><b>3.R.3.A.b,c</b>  Read, infer, and draw conclusions (using text features in nonfiction) to:</p> <ul style="list-style-type: none"> <li>b. identify the details or facts that support the main idea</li> <li>c. use text and graphic features to locate information and to make and verify predictions</li> </ul> <p><b>3.R.3.B.c</b>  Read, infer, and draw conclusions (using literary techniques in nonfiction) to:</p> <ul style="list-style-type: none"> <li>c. distinguish point of view from what the author is trying to persuade the reader to think or do</li> </ul> <p><b>3.R.3.C.a,e</b>  Read, infer, and draw conclusions (using text structures in nonfiction) texts to:</p> <ul style="list-style-type: none"> <li>a. describe relationships among events, ideas, concepts, and cause and effect in texts</li> <li>e. compare and contrast the most important points and key details presented in texts on the same topic</li> </ul> <p><b>3.W.2.B.a,b</b>  Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> <li>a. introduce a topic or text being studied</li> <li>b. develop the topic with simple facts, definitions, details, and explanations</li> </ul> <p><b>3.W.3.A.c</b>  Apply research process to use information from a variety of sources to:</p> <ul style="list-style-type: none"> <li>c. decide what sources of information might be relevant to answer these questions</li> </ul> <p><b>3.L.1.A.f</b>  In speech and written form, apply standard English grammar to:</p> <ul style="list-style-type: none"> <li>f. produce simple and compound imperative, exclamatory, declarative, and interrogative sentences</li> </ul>	<p>d. monitoring comprehension and making corrections and adjustments when understanding breaks down  <b>3.R.1.B.e</b>  Develop an understanding of vocabulary by:</p> <ul style="list-style-type: none"> <li>e. determining the meaning of the new word formed when a known affix is added to a known base word</li> </ul> <p><b>3.R.3.A.a</b>  Read, infer, and draw conclusions (using text features in nonfiction) to:</p> <ul style="list-style-type: none"> <li>a. explain the author's purpose</li> </ul> <p><b>3.R.3.C.c,d</b>  Read, infer, and draw conclusions (using text structures in nonfiction) texts to:</p> <ul style="list-style-type: none"> <li>c. use information gained from illustrations and words to demonstrate understanding of the text</li> <li>d. explain the author's purpose</li> </ul> <p><b>3.W.3.A.d</b>  Apply research process to:</p> <ul style="list-style-type: none"> <li>d. locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts</li> </ul> <p><b>3.L.1.A.a,c</b>  In speech and written form, apply standard English grammar to:</p> <ul style="list-style-type: none"> <li>a. use regular and irregular verbs and simple verb tenses</li> <li>c. use complete subject and complete predicate in a sentence</li> </ul> <p><b>3.L.1.B.a,h-j,l</b>  In written text:</p> <ul style="list-style-type: none"> <li>a. write legibly (print, cursive)</li> <li>i. spell words that double the consonant</li> <li>j. spell plural words that change y to ies</li> <li>l. arrange words in alphabetical order to the third letter</li> </ul> <p><b>3.SL.1.A.a,c</b>  Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ul style="list-style-type: none"> <li>a. following classroom listening rules</li> <li>c. following three-step instructions, according to classroom expectations</li> </ul>
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<p><b>3.L.1.B.f,g</b>  <b>In written text:</b>  <b>f. capitalize names of places</b>  <b>g. capitalize titles of books, stories songs</b></p>	
Unit 3 MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	Supporting Standards
<p><b>3.RF.3.A.a</b>  <b>Develop phonics in the reading process by:</b>  <b>a. decoding multisyllabic words in context and independent of context by applying common spelling patterns</b>  <b>3.R.1.A.b</b>  <b>Develop and demonstrate (comprehension) reading skills in response to text by:</b>  <b>b. drawing conclusions and support with textual evidence</b>  <b>3.R.1.B.a,i</b>  <b>Develop an understanding of vocabulary by</b>  <b>a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words</b>  <b>i. using conversational, general academic, and domain-specific words and phrases</b>  <b>3.R.1.D.a,b</b>  <b>Read independently for multiple purposes over sustained periods of time by:</b>  <b>a. reading text that is developmentally appropriate</b>  <b>b. producing evidence of reading</b>  <b>3.R.3.C.a</b>  <b>Read, infer, and draw conclusions (using text structures in nonfiction) texts to:</b>  <b>a. describe relationships among events, ideas, concepts, and cause and effect in texts</b>  <b>3.W.1.B.a-d</b>  <b>Appropriate to genre type, develop a draft from prewriting by:</b>  <b>a. generating a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory</b>  <b>b. supporting the topic sentences within each paragraph with facts and</b></p>	<p><b>3.RF.3.A.a</b>  <b>Develop phonics in the reading process by:</b>  <b>a. decoding multisyllabic words in context and independent of context by applying common spelling patterns</b>  <b>3.R.1.A.b</b>  <b>Develop and demonstrate (comprehension) reading skills in response to text by:</b>  <b>b. drawing conclusions and support with textual evidence</b>  <b>3.R.1.B.a,i</b>  <b>Develop an understanding of vocabulary by</b>  <b>a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words</b>  <b>i. using conversational, general academic, and domain-specific words and phrases</b>  <b>3.R.1.D.a,b</b>  <b>Read independently for multiple purposes over sustained periods of time by:</b>  <b>a. reading text that is developmentally appropriate</b>  <b>b. producing evidence of reading</b>  <b>3.R.3.C.a</b>  <b>Read, infer, and draw conclusions (using text structures in nonfiction) texts to:</b>  <b>a. describe relationships among events, ideas, concepts, and cause and effect in texts</b>  <b>3.W.1.B.a-d</b>  <b>Appropriate to genre type, develop a draft from prewriting by:</b>  <b>a. generating a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory</b>  <b>b. supporting the topic sentences within each paragraph with facts and details</b>  <b>c. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end</b>  <b>d. addressing an appropriate audience</b>  <b>3.W.1.C.a</b></p>

<p>details</p> <p><b>c. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end</b></p> <p><b>d. addressing an appropriate audience</b></p> <p><b>3.W.1.C.a</b></p> <p><b>Reread, revise, and edit drafts with assistance from adults/peers to:</b></p> <p><b>a. develop and strengthen writing by revising main idea, sequence, focus, beginning/middle/end, details/facts, word choice, sentence structure, transitions, audience and purpose, voice</b></p> <p><b>3.L.1.A.f</b></p> <p><b>In speech and written form, apply standard English grammar to:</b></p> <p><b>f. produce simple and compound imperative, exclamatory, declarative, and interrogative sentences</b></p> <p><b>3.L.1.B.f,g</b></p> <p><b>In written text:</b></p> <p><b>f. capitalize names of places</b></p> <p><b>g. capitalize titles of books, stories songs</b></p> <p><b>3.SL.1.A.b</b></p> <p><b>Develop and apply effective listening skills and strategies in formal and informal settings by:</b></p> <p><b>b. asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others</b></p> <p><b>3.RF.3.A.c-e</b></p> <p><b>Develop phonics in the reading process by:</b></p> <p><b>c. using the meaning of common prefixes and suffixes</b></p> <p><b>d. using the meaning of homophones</b></p> <p><b>e. decoding known and unknown words by spelling patterns</b></p> <p><b>3.RF.4.A.a</b></p> <p><b>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension to:</b></p> <p><b>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</b></p> <p><b>3.R.1.B.e,g</b></p> <p><b>Develop an understanding of vocabulary by:</b></p> <p><b>e. determining the meaning of the new word formed when a known affix is added to a known base word</b></p> <p><b>g. discussing analogies</b></p> <p><b>3.R.2.C.a,b</b></p> <p><b>Read, infer, and draw conclusions to:</b></p>	<p>Reread, revise, and edit drafts with assistance from adults/peers to:</p> <p>a. develop and strengthen writing by revising main idea, sequence, focus, beginning/middle/end, details/facts, word choice, sentence structure, transitions, audience and purpose, voice</p> <p>3.L.1.A.f</p> <p>In speech and written form, apply standard English grammar to:</p> <p>f. produce simple and compound imperative, exclamatory, declarative, and interrogative sentences</p> <p>3.L.1.B.f,g</p> <p>In written text:</p> <p>f. capitalize names of places</p> <p>g. capitalize titles of books, stories songs</p> <p>3.SL.1.A.b</p> <p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <p>b. asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others</p> <p>3.RF.3.A.c-e</p> <p>Develop phonics in the reading process by:</p> <p>c. using the meaning of common prefixes and suffixes</p> <p>d. using the meaning of homophones</p> <p>e. decoding known and unknown words by spelling patterns</p> <p>3.RF.4.A.a</p> <p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension to:</p> <p>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>3.R.1.B.e,g</p> <p>Develop an understanding of vocabulary by:</p> <p>e. determining the meaning of the new word formed when a known affix is added to a known base word</p> <p>g. discussing analogies</p> <p>3.R.2.C.a,b</p> <p>Read, infer, and draw conclusions to:</p> <p>a. explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed</p> <p>b. identify language that creates a graphic visual experience and appeals to the senses</p> <p>3.R.3.A.e</p>
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<p>a. explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed</p> <p>b. identify language that creates a graphic visual experience and appeals to the senses</p> <p><b>3.R.3.A.e</b>  Read, infer, and draw conclusions (using text features in nonfiction) to:</p> <p>e. describe the relationship between events, ideas, concepts, or steps</p> <p><b>3.L.1.A.c</b>  In speech and written form, apply standard English grammar to:</p> <p>c. use complete subject and complete predicate in a sentence</p> <p><b>3.L.1.B.e</b>  In written text:</p> <p>e. use commas for greeting and closing of a friendly letter</p>	<p>Read, infer, and draw conclusions (using text features in nonfiction) to:</p> <p>e. describe the relationship between events, ideas, concepts, or steps</p> <p><b>3.L.1.A.c</b>  In speech and written form, apply standard English grammar to:</p> <p>c. use complete subject and complete predicate in a sentence</p> <p><b>3.L.1.B.e</b>  In written text:</p> <p>e. use commas for greeting and closing of a friendly letter</p>
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Unit 4 MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	Supporting Standards
<p><b>3.RF.3.A.a,f</b>  Develop phonics in the reading process by:</p> <p>a. decoding multisyllabic words in context and independent of context by applying common spelling patterns</p> <p>f. reading irregularly spelled high-frequency words</p> <p><b>3.R.1.B.a,b,d,i</b>  Develop an understanding of vocabulary by</p> <p>a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words</p> <p>b. using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words</p> <p>d. distinguishing the literal and nonliteral meanings of words and phrases in context</p> <p>i. using conversational, general academic, and domain-specific words and phrases</p> <p><b>3.R.1.D.a,b</b>  Read independently for multiple purposes over sustained periods of time by:</p> <p>a. reading text that is developmentally appropriate</p>	<p><b>3.RF.3.A.c,e</b>  Develop phonics in the reading process by:</p> <p>c. using the meaning of common prefixes and suffixes</p> <p>e. decoding known and unknown words by spelling patterns</p> <p><b>3.RF.4.A.a</b>  Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension to:</p> <p>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p><b>3.R.1.B.e,f</b>  Develop an understanding of vocabulary by:</p> <p>e. determining the meaning of the new word formed when a known affix is added to a known base word</p> <p>f. using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words</p> <p><b>3.R.2.A.e</b>  Read, infer, analyze, and draw conclusions (using fiction) to:</p> <p>e. compare and contrast key elements in various types of fiction</p> <p><b>3.R.3.A.e</b></p>



<p><b>b. producing evidence of reading</b>  <b>3.R.2.A.a-c,f,g</b>  <b>Read, infer, analyze, and draw conclusions (using fiction) to:</b>  <b>a. summarize and sequence the events/plot and explain how past events impact future events</b>  <b>b. describe the personality traits of characters from their thoughts, words, and actions</b>  <b>c. describe the interaction of characters, including relationships and how they change</b>  <b>f. explain cause-and-effect relationships</b>  <b>g. distinguish their own point of view from that of the narrator or those of the characters</b>  <b>3.R.3.A.b,c</b>  <b>Read, infer, and draw conclusions (using text features in nonfiction) to:</b>  <b>b. identify the details or facts that support the main idea</b>  <b>c. use text and graphic features to locate information and to make and verify predictions</b>  <b>3.R.3.B.c</b>  <b>Read, infer, and draw conclusions (using literary techniques in nonfiction) to:</b>  <b>c. distinguish point of view from what the author is trying to persuade the reader to think or do</b>  <b>3.R.3.C.a,e</b>  <b>Read, infer, and draw conclusions (using text structures in nonfiction) texts to:</b>  <b>a. describe relationships among events, ideas, concepts, and cause and effect in texts</b>  <b>e. compare and contrast the most important points and key details presented in texts on the same topic</b>  <b>3.W.1.C.a</b>  <b>Reread, revise, and edit drafts with assistance from adults/peers to:</b>  <b>a. develop and strengthen writing by revising main idea, sequence, focus, beginning/middle/end, details/facts, word choice, sentence structure, transitions, audience and purpose, voice</b>  <b>3.W.2.A.a-g</b>  <b>Write opinion texts that:</b>  <b>a. introduce a topic or text being studied, using connected sentences</b>  <b>b. state an opinion or establish a position and provide reasons for the opinion/position</b></p>	<p>Read, infer, and draw conclusions (using text features in nonfiction) to:  e. describe the relationship between events, ideas, concepts, or steps  <b>3.R.3.B.b,d</b>  Read, infer, and draw conclusions (using literary techniques in nonfiction) to:  b.distinguish fact from opinion  d. explain examples of sound devices, literal and nonliteral meanings, and figurative language  <b>3.R.3.C.c</b>  Read, infer, and draw conclusions (using text structures in nonfiction) texts to:  c. use information gained from illustrations and words to demonstrate understanding of the text  <b>3.L.1.A.a,b,e</b>  In speech and written form, apply standard English grammar to:  a. use regular and irregular verbs and simple verb tenses  b. use helping verbs with irregular verbs  e. use subject/verb agreement in sentences  <b>3.L.1.B.I</b>  In written text:  l. arrange words in alphabetical order to the third letter</p>
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<p>c. use specific and accurate words related to the topic, audience and purpose</p> <p>d. contain information using student's original language except when using direct quotation from a source</p> <p>e. reference the name of the author(s) or name of the source used for details or facts</p> <p>f. use transitions to connect opinion and reason</p> <p>g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs</p> <p><b>3.L.1.A.f</b></p> <p>In speech and written form, apply standard English grammar to:</p> <p>f. produce simple and compound imperative, exclamatory, declarative, and interrogative sentences</p> <p><b>3.L.1.B.f,g</b></p> <p>In written text:</p> <p>f. capitalize names of places</p> <p>g. capitalize titles of books, stories songs</p> <p><b>3.SL.1.A.b</b></p> <p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <p>b. asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others</p>	
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Unit 5 MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	Supporting Standards
<p><b>3.RF.3.A.a,f</b></p> <p>Develop phonics in the reading process by:</p> <p>a. decoding multisyllabic words in context and independent of context by applying common spelling patterns</p> <p>f. reading irregularly spelled high-frequency words</p> <p><b>3.R.1.A.b</b></p> <p>Develop and demonstrate (comprehension) reading skills in response to text by:</p> <p>b. drawing conclusions and support with textual evidence</p> <p><b>3.R.1.B.i</b></p>	<p><b>3.RF.3.A.e</b></p> <p>Develop phonics in the reading process by:</p> <p>e. decoding known and unknown words by spelling patterns</p> <p><b>3.RF.4.A.a</b></p> <p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension to:</p> <p>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p><b>3.R.3.B.a</b></p> <p>Read, infer, and draw conclusions (using literary techniques in nonfiction) to:</p>

<p><b>Develop an understanding of vocabulary by</b>  <b>i. using conversational, general academic, and domain-specific words and phrases</b>  <b>3.R.1.D.a,b</b>  <b>Read independently for multiple purposes over sustained periods of time by:</b>  <b>a. reading text that is developmentally appropriate</b>  <b>b. producing evidence of reading</b>  <b>3.W.2.B.a-f</b>  <b>Write informative/explanatory texts that:</b>  <b>a. introduce a topic or text being studied</b>  <b>b. develop the topic with simple facts, definitions, details, and explanations</b>  <b>c. use specific, relevant words that are related to the topic, audience, and purpose</b>  <b>d. use the student's original language except when quoting from a source</b>  <b>e. use transition words to connect ideas within categories of information</b>  <b>f. create a concluding statement or paragraph</b>  <b>3.W.3.A.c</b>  <b>Apply research process to use information from a variety of sources to:</b>  <b>c. decide what sources of information might be relevant to answer these questions</b>  <b>3.L.1.A.f</b>  <b>In speech and written form, apply standard English grammar to:</b>  <b>f. produce simple and compound imperative, exclamatory, declarative, and interrogative sentences</b>  <b>3.L.1.B.f,g</b>  <b>In written text:</b>  <b>f. capitalize names of places</b>  <b>g. capitalize titles of books, stories songs</b>  <b>3.SL.1.A.b</b>  <b>Develop and apply effective listening skills and strategies in formal and informal settings by:</b>  <b>b. asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others</b></p>	<p><b>a. distinguish the difference between a biography and an autobiography</b>  <b>3.W.1.D.a</b>  <b>With assistance from adults/peers:</b>  <b>a. use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others</b>  <b>3.W.3.A.e,f</b>  <b>Apply research process to:</b>  <b>e. determine the accuracy and relevance of the information related to a selected question</b>  <b>f. take simple notes in own words and sort evidence into provided categories or organizer</b>  <b>3.L.1.A.d</b>  <b>In speech and written form, apply standard English grammar to:</b>  <b>d. use comparative, superlative and demonstrative adjectives and adverbs</b>  <b>3.SL.3.A.a-c</b>  <b>Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</b>  <b>a. coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion</b>  <b>b. responding appropriately to discussion in a variety of settings, according to classroom expectations</b>  <b>c. expressing opinions of read-alouds and independent reading topics (in collaborative discussions)</b></p>
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## Unit 6 MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
<p><b>3.RF.3.A.a</b> Develop phonics in the reading process by: a. decoding multisyllabic words in context and independent of context by applying common spelling patterns</p> <p><b>3.R.1.B.a,i</b> Develop an understanding of vocabulary by a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words i. using conversational, general academic, and domain-specific words and phrases</p> <p><b>3.R.1.D.a,b</b> Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading</p> <p><b>3.R.2.A.a-c,f</b> Read, infer, analyze, and draw conclusions (using fiction) to: a. summarize and sequence the events/plot and explain how past events impact future events b. describe the personality traits of characters from their thoughts, words, and actions c. describe the interaction of characters, including relationships and how they change f. explain cause-and effect relationships</p> <p><b>3.W.1.B.a-d</b> Appropriate to genre type, develop a draft from prewriting by: a. generating a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory b. supporting the topic sentences within each paragraph with facts and details c. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end d. addressing an appropriate audience</p> <p><b>3.W.1.C.a</b></p>	<p><b>3.RF.3.A.c,e</b> Develop phonics in the reading process by: c. using the meaning of common prefixes and suffixes e. decoding known and unknown words by spelling patterns</p> <p><b>3.RF.4.A.a</b> Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension to: a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p><b>3.R.1.A.a</b> Develop and demonstrate reading skills in response to text by: a. explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story</p> <p><b>3.R.1.B.c,e</b> Develop an understanding of vocabulary by: c. using homographs and homophones e. determining the meaning of the new word formed when a known affix is added to a known base word</p> <p><b>3.R.3.C.c</b> Read, infer, and draw conclusions (using text structures in nonfiction) texts to: c. explain the author's purpose</p> <p><b>3.W.1.A.a</b> Follow a writing process to plan a first draft by: a. using a simple prewriting strategy when given the purpose and the intended audience</p> <p><b>3.L.1.B.h</b> In written text: h. use spelling patterns and generalizations to spell compound words</p> <p><b>3.SL.3.A.a-c</b> Speak clearly and to the point, using conventions of language when presenting individually or with a group by: a. coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion</p>

<p><b>Reread, revise, and edit drafts with assistance from adults/peers to:</b></p> <p><b>a. develop and strengthen writing by revising main idea, sequence, focus, beginning/middle/end, details/facts, word choice, sentence structure, transitions, audience and purpose, voice</b></p> <p><b>3.L.1.A.f</b></p> <p><b>In speech and written form, apply standard English grammar to:</b></p> <p><b>f. produce simple and compound imperative, exclamatory, declarative, and interrogative sentences</b></p> <p><b>3.L.1.B.f,g</b></p> <p><b>In written text:</b></p> <p><b>f. capitalize names of places</b></p> <p><b>g. capitalize titles of books, stories songs</b></p> <p><b>3.SL.1.A.b</b></p> <p><b>Develop and apply effective listening skills and strategies in formal and informal settings by:</b></p> <p><b>b. asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others</b></p>	<p>b. responding appropriately to discussion in a variety of settings, according to classroom expectations</p> <p>c. expressing opinions of read-alouds and independent reading topics (in collaborative discussions)</p> <p><b>3.SL.4.A.a-e</b></p> <p><b>Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:</b></p> <p>a. using presentation skills and/or appropriate technology</p> <p>b. presenting information with clear ideas and details while speaking clearly at an understandable pace</p> <p>c. giving an informal presentation using a variety of media</p> <p>d. choosing words and phrases for effect</p> <p>e. using academic language and conventions</p>
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### Unit 7 MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
<p><b>3.RF.3.A.a</b></p> <p><b>Develop phonics in the reading process by:</b></p> <p><b>a. decoding multisyllabic words in context and independent of context by applying common spelling patterns</b></p> <p><b>3.R.1.A.b</b></p> <p><b>Develop and demonstrate (comprehension) reading skills in response to text by:</b></p> <p><b>b. drawing conclusions and support with textual evidence</b></p> <p><b>3.R.1.B.a,i</b></p> <p><b>Develop an understanding of vocabulary by</b></p> <p><b>a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words</b></p> <p><b>i. using conversational, general academic, and domain-specific words and phrases</b></p> <p><b>3.R.1.D.a,b</b></p> <p><b>Read independently for multiple purposes over sustained periods of</b></p>	<p><b>3.RF.3.A.c,e</b></p> <p><b>Develop phonics in the reading process by:</b></p> <p>c. using the meaning of common prefixes and suffixes</p> <p>e. decoding known and unknown words by spelling patterns</p> <p><b>3.RF.4.A.a</b></p> <p><b>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension to:</b></p> <p>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p><b>3.R.1.B.e</b></p> <p><b>Develop an understanding of vocabulary by:</b></p> <p>e. determining the meaning of the new word formed when a known affix is added to a known base word</p> <p><b>3.R.1.C.a</b></p> <p><b>Explain relevant connections between:</b></p> <p>a. text-to-text (ideas and information in various fiction and nonfiction works, using</p>

<p>time by:</p> <p><b>a. reading text that is developmentally appropriate</b></p> <p><b>b. producing evidence of reading</b></p> <p><b>3.R.3.A.b</b></p> <p><b>Read, infer, and draw conclusions (using text features in nonfiction) to:</b></p> <p><b>b. identify the details or facts that support the main idea</b></p> <p><b>3.R.3.C.a,e</b></p> <p><b>Read, infer, and draw conclusions (using text structures in nonfiction) texts to:</b></p> <p><b>a. describe relationships among events, ideas, concepts, and cause and effect in texts</b></p> <p><b>e. compare and contrast the most important points and key details presented in texts on the same topic</b></p> <p><b>3.W.1.B.a-d</b></p> <p><b>Appropriate to genre type, develop a draft from prewriting by:</b></p> <p><b>a. generating a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory</b></p> <p><b>b. supporting the topic sentences within each paragraph with facts and details</b></p> <p><b>c. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end</b></p> <p><b>d. addressing an appropriate audience</b></p> <p><b>3.W.1.C.a</b></p> <p><b>Reread, revise, and edit drafts with assistance from adults/peers to:</b></p> <p><b>a. develop and strengthen writing by revising main idea, sequence, focus, beginning/middle/end, details/facts, word choice, sentence structure, transitions, audience and purpose, voice</b></p> <p><b>3.W.2.A.b-d</b></p> <p><b>Write opinion texts that:</b></p> <p><b>b. state an opinion or establish a position and provide reasons for the opinion/position</b></p> <p><b>c. use specific, relevant words that are related to the topic, audience, and purpose</b></p> <p><b>d. contain information using student's original language except when using direct quotation from a source</b></p> <p><b>3.W.2.B.a-f</b></p> <p><b>Write informative/explanatory texts that:</b></p> <p><b>a. introduce a topic or text being studied</b></p>	<p>compare and contrast)</p> <p><b>3.R.2.B.a,b</b></p> <p><b>Read, infer, and draw conclusions (using poetry) to:</b></p> <p><b>a. use examples of alliteration</b></p> <p><b>b. identify basic forms of poetry</b></p> <p><b>3.R.2.C.a,b</b></p> <p><b>Read, infer, and draw conclusions (using drama) to:</b></p> <p><b>a. explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed</b></p> <p><b>b. identify language that creates a visual experience and appeals to the senses</b></p> <p><b>3.R.3.A.e</b></p> <p><b>Read, infer, and draw conclusions (using text features in nonfiction) to:</b></p> <p><b>e. describe the relationship between events, ideas, concepts, or steps</b></p> <p><b>3.R.3.C.d</b></p> <p><b>Read, infer, and draw conclusions (using text structures in nonfiction) texts to:</b></p> <p><b>d. explain the author's purpose</b></p> <p><b>3.W.1.A.a</b></p> <p><b>Follow a writing process to plan a first draft by:</b></p> <p><b>a. using a simple prewriting strategy when given the purpose and the intended audience</b></p> <p><b>3.W.1.D.a</b></p> <p><b>With assistance from adults/peers:</b></p> <p><b>a. use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others</b></p> <p><b>3.SL.4.A.a-e</b></p> <p><b>Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:</b></p> <p><b>a. using presentation skills and/or appropriate technology</b></p> <p><b>b. presenting information with clear ideas and details while speaking clearly at an understandable pace</b></p> <p><b>c. giving an informal presentation using a variety of media</b></p> <p><b>d. choosing words and phrases for effect</b></p> <p><b>e. using academic language and conventions</b></p>
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<p>b. develop the topic with simple facts, definitions, details, and explanations</p> <p>c. use specific, relevant words that are related to the topic, audience, and purpose</p> <p>d. use the student's original language except when quoting from a source</p> <p>e. use transition words to connect ideas within categories of information</p> <p>f. create a concluding statement or paragraph</p> <p><b>3.L.1.A.f</b></p> <p>In speech and written form, apply standard English grammar to:</p> <p>f. produce simple and compound imperative, exclamatory, declarative, and interrogative sentences</p> <p><b>3.L.1.B.b,f,g</b></p> <p>In written text:</p> <p>b. use apostrophes to form possessives</p> <p>f. capitalize names of places</p> <p>g. capitalize titles of books, stories songs</p> <p><b>3.SL.1.A.b</b></p> <p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <p>b. asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others</p>	
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Unit 8 MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	Supporting Standards
<p><b>3.RF.3.A.a,f</b></p> <p>Develop phonics in the reading process by:</p> <p>a. decoding multisyllabic words in context and independent of context by applying common spelling patterns</p> <p>f. reading irregularly spelled high-frequency words</p> <p><b>3.R.1.A.b,c</b></p> <p>Develop and demonstrate (comprehension) reading skills in response to text by:</p> <p>b. drawing conclusions and support with textual evidence</p>	<p><b>3.RF.3.A.c,e</b></p> <p>Develop phonics in the reading process by:</p> <p>c. using the meaning of common prefixes and suffixes</p> <p>e. decoding known and unknown words by spelling patterns</p> <p><b>3.RF.4.A.a</b></p> <p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension to:</p> <p>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>

**c. summarizing a story's beginning, middle, and end determining its central message, lesson, or moral**

**3.R.1.B.a,b,i**

**Develop an understanding of vocabulary by**

**a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words**

**b. using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words**

**i. using conversational, general academic, and domain-specific words and phrases**

**3.R.1.D.a,b**

**Read independently for multiple purposes over sustained periods of time by:**

**a. reading text that is developmentally appropriate**

**b. producing evidence of reading**

**3.R.2.A.a-c,f**

**Read, infer, analyze, and draw conclusions (using fiction) to:**

**a. summarize and sequence the events/plot and explain how past events impact future events**

**b. describe the personality traits of characters from their thoughts, words, and actions**

**c. describe the interaction of characters, including relationships and how they change**

**f. explain cause-effect relationships**

**3.R.3.A.b,c**

**Read, infer, and draw conclusions (using text features in nonfiction) to:**

**b. identify the details or facts that support the main idea**

**c. use text and graphic features to locate information and to make and verify predictions**

**3.R.3.C.a**

**Read, infer, and draw conclusions (using text structures in nonfiction) texts to:**

**a. describe relationships among events, ideas, concepts, and cause and effect in texts**

**3.W.2.A.b**

**Write opinion texts that:**

**b. state an opinion or establish a position and provide reasons for the opinion/position**

**3.L.1.B.b,f,g**

**3.R.1.B.e**

**Develop an understanding of vocabulary by:**

**e. determining the meaning of the new word formed when a known affix is added to a known base word**

**3.R.1.C.a**

**Explain relevant connections between:**

**a. text-to-text (ideas and information in various fiction and nonfiction works, using compare and contrast)**

**3.R.3.A.e**

**Read, infer, and draw conclusions (using text features in nonfiction) to:**

**e. describe the relationship between events, ideas, concepts, or steps**

**3.L.1.B.k**

**In written text:**

**k. consult reference materials to check and correct spellings**

**3.SL.4.A.a-c**

**Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:**

**a. using presentation skills and/or appropriate technology**

**b. presenting information with clear ideas and details while speaking clearly at an understandable pace**

**c. giving an informal presentation, using a variety of media**



<p>In written text:</p> <ul style="list-style-type: none"> <li>b. use apostrophes to form possessives</li> <li>f. capitalize names of places</li> <li>g. capitalize titles of books, stories songs</li> </ul> <p><b>3.SL.1.A.b</b>  Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ul style="list-style-type: none"> <li>b. asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others</li> </ul>	
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Unit 9 MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	Supporting Standards
<p><b>3.RF.3.A.a</b>  Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> <li>a. decoding multisyllabic words in context and independent of context by applying common spelling patterns</li> </ul> <p><b>3.R.1.A.b</b>  Develop and demonstrate (comprehension) reading skills in response to text by:</p> <ul style="list-style-type: none"> <li>b. drawing conclusions and support with textual evidence</li> </ul> <p><b>3.R.1.B.a,b,i</b>  Develop an understanding of vocabulary by</p> <ul style="list-style-type: none"> <li>a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words</li> <li>b. using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words</li> <li>i. using conversational, general academic, and domain-specific words and phrases</li> </ul> <p><b>3.R.1.D.a,b</b>  Read independently for multiple purposes over sustained periods of time by:</p> <ul style="list-style-type: none"> <li>a. reading text that is developmentally appropriate</li> <li>b. producing evidence of reading</li> </ul> <p><b>3.R.3.A.b</b>  Read, infer, and draw conclusions (using text features in nonfiction) to:</p>	<p><b>3.RF.3.A.c,d</b>  Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> <li>c. using the meaning of common prefixes and suffixes</li> <li>d. using the meaning of homophones</li> </ul> <p><b>3.RF.4.A.a</b>  Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension to:</p> <ul style="list-style-type: none"> <li>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul> <p><b>3.R.1.B.e,f</b>  Develop an understanding of vocabulary by:</p> <ul style="list-style-type: none"> <li>e. determining the meaning of the new word formed when a known affix is added to a known base word</li> <li>f. using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words</li> </ul> <p><b>3.L.1.A.d</b>  In speech and written form, apply standard English grammar to:</p> <ul style="list-style-type: none"> <li>d. use comparative, superlative, and demonstrative adjectives and adverbs</li> </ul> <p><b>3.L.1.B.h</b>  In written text:</p> <ul style="list-style-type: none"> <li>h. use spelling patterns and generalizations to spell compound words</li> </ul>

b. identify the details or facts that support the main idea

**3.R.3.B.c**  
Read, infer, and draw conclusions (using literary techniques in nonfiction) to:

c. distinguish point of view from what the author is trying to persuade the reader to think or do

**3.R.3.C.a**  
Read, infer, and draw conclusions (using text structures in nonfiction) texts to:

a. describe relationships among events, ideas, concepts, and cause and effect in texts

**3.W.2.C.a-e**  
Write fiction or nonfiction narratives and poems that:

a. establish a setting and situation/topic and introduce a narrator and/or characters

b. use narrative techniques, such as dialogue and descriptions

c. establish and organize an event sequence to establish a beginning/middle/end

d. use transition words and phrases to signal event order

e. use specific, relevant words that are related to the topic, audience, and purpose

**3.L.1.A.f**  
In speech and written form, apply standard English grammar to:

f. produce simple and compound imperative, exclamatory, declarative, and interrogative sentences

**3.L.1.B.f,g**  
In written text:

f. capitalize names of places

g. capitalize titles of books, stories songs

**3.SL.1.A.b**  
Develop and apply effective listening skills and strategies in formal and informal settings by:

b. asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others

## Unit 10 MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
<p><b>3.RF.3.A.a</b> Develop phonics in the reading process by: a. decoding multisyllabic words in context and independent of context by applying common spelling patterns</p> <p><b>3.R.1.A.b,c</b> Develop and demonstrate (comprehension) reading skills in response to text by: b. drawing conclusions and support with textual evidence c. summarizing a story's beginning, middle, and end determining its central message, lesson, or moral</p> <p><b>3.R.1.B.a,i</b> Develop an understanding of vocabulary by a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words i. using conversational, general academic, and domain-specific words and phrases</p> <p><b>3.R.1.D.a,b</b> Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading</p> <p><b>3.R.2.A.a</b> Read, infer, analyze, and draw conclusions (using fiction) to: a. summarize and sequence the events/plot and explain how past events impact future events</p> <p><b>3.R.3.A.b</b> Read, infer, and draw conclusions (using text features in nonfiction) to: b. identify the details or facts that support the main idea</p> <p><b>3.R.3.C.a,b,e</b> Read, infer, and draw conclusions (using text structures in nonfiction) texts to: a. describe relationships among events, ideas, concepts, and cause and effect in texts b. explain the relationship between problems and solutions e. compare and contrast the most important points and key details presented in texts on the same topic</p> <p><b>3.W.1.B.a-d</b></p>	<p><b>3.RF.3.A.c,e</b> Develop phonics in the reading process by: c. using the meaning of common prefixes and suffixes e. decoding known and unknown words by spelling patterns</p> <p><b>3.RF.4.A.a</b> Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension to: a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p><b>3.R.1.B.e</b> Develop an understanding of vocabulary by: e. determining the meaning of the new word formed when a known affix is added to a known base word</p> <p><b>3.R.1.C.b</b> Explain relevant connections between: b. text-to-world</p> <p><b>3.R.2.B.a,b</b> Read, infer, and draw conclusions (using poetry) to: a. use examples of alliteration b. identify basic forms of poetry Follow a writing process to plan a first draft by: a. using a simple prewriting strategy when given the purpose and the intended audience</p> <p><b>3.W.3.A.a,b,d-f</b> Apply research process to: a. generate a list of subject-appropriate topics b. create an individual question about a topic d. locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts e. determine the accuracy and relevance of the information related to a selected question f. take simple notes in own words and sort evidence into provided categories or organizer</p> <p><b>3.L.1.A.d,g</b> In speech and written form, apply standard English grammar to: d. use comparative, superlative, and demonstrative adjectives and adverbs g. use 1st-, 2nd-, and 3rd-person pronouns and their antecedents</p>

Appropriate to genre type, develop a draft from prewriting by:

- a. generating a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory
- b. supporting the topic sentences within each paragraph with facts and details
- c. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
- d. addressing an appropriate audience

3.W.1.C.a,b

Reread, revise, and edit drafts with assistance from adults/peers to:

- a. develop and strengthen writing by revising main idea, sequence, focus, beginning/middle/end, details/facts, word choice, sentence structure, transitions, audience and purpose, voice
- b. edit for language conventions

3.W.2.C.a-e

Write fiction or nonfiction narratives and poems that:

- a. establish a setting and situation/topic and introduce a narrator and/or characters
- b. use narrative techniques, such as dialogue and descriptions
- c. establish and organize an event sequence to establish a beginning/middle/end
- d. use transition words and phrases to signal event order
- e. use specific, relevant words that are related to the topic, audience, and purpose

3.L.1.B.f,g

In written text:

- f. capitalize names of places
- g. capitalize titles of books, stories songs

3.SL.1.A.b

Develop and apply effective listening skills and strategies in formal and informal settings by:

- b. asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others

3.L.1.B.h

In written text:

- h. use spelling patterns and generalizations to spell compound words