

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [\[1 lesson\]](#)

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [\[10 lessons\]](#)

L.3.1i Produce simple, compound, and complex sentences. [\[1 lesson\]](#)

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [\[1 lesson\]](#)

L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [\[5 lessons\]](#)

L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [\[5 lessons\]](#)

L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [\[1 lesson\]](#)

L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [\[24 lessons\]](#)

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [\[1 lesson\]](#)

L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [\[6 lessons\]](#)

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). [\[11 lessons\]](#)

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. [\[1 lesson\]](#)

RF.3.3c Decode multisyllable words. [\[1 lesson\]](#)

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [\[4 lessons\]](#)

RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [\[3 lessons\]](#)

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [\[2 lessons\]](#)

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. [\[1 lesson\]](#)

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [\[1 lesson\]](#)

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies,

science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. [\[1 lesson\]](#)

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [\[7 lessons\]](#)

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. [\[22 lessons\]](#)

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. [\[13 lessons\]](#)

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. [\[2 lessons\]](#)

SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [\[1 lesson\]](#)

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. [\[1 lesson\]](#)

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [\[1 lesson\]](#)

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. [\[1 lesson\]](#)

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [\[1 lesson\]](#)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [\[2 lessons\]](#)

W.3.7 Conduct short research projects that build knowledge about a topic. [\[1 lesson\]](#)

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. [\[1 lesson\]](#)

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [\[1 lesson\]](#)