

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.3.2f 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.3.4a Use sentence-level context as a clue to the meaning of a word or phrase. [\[5 lessons\]](#)

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). [\[10 lessons\]](#)

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). [\[8 lessons\]](#)

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes. [\[5 lessons\]](#)

RF.3.3c Decode multisyllable words. [\[5 lessons\]](#)

RF.3.4a Read on-level text with purpose and understanding. [\[3 lessons\]](#)

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

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [\[3 lessons\]](#)

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. [\[3 lessons\]](#)

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [\[3 lessons\]](#)

RI.3.6 Distinguish their own point of view from that of the author of a text. [\[1 lesson\]](#)

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). [\[7 lessons\]](#)

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). [\[7 lessons\]](#)

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. [\[8 lessons\]](#)

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

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