

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

L.3.1i Produce simple, compound, and complex sentences. **[1 lesson]**

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **[10 lessons]**

L.3.2d Form and use possessives. **[5 lessons]**

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.3.4a Use sentence-level context as a clue to the meaning of a word or phrase. **[10 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). **[5 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. **[9 lessons]**

L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). **[1 lesson]**

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.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes. **[3 lessons]**

RF.3.3c Decode multisyllable words. **[6 lessons]**

RF.3.4a Read on-level text with purpose and understanding. **[7 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. **[4 lessons]**

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. **[5 lessons]**

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. **[5 lessons]**

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

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [\[4 lessons\]](#)

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). [\[9 lessons\]](#)

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). [\[16 lessons\]](#)

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. [\[3 lessons\]](#)

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [\[22 lessons\]](#)

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. [\[1 lesson\]](#)

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.3.4 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. [\[1 lesson\]](#)

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.3.7 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. [\[2 lessons\]](#)