

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

L.3.1b Form and use regular and irregular plural nouns. [\[13 lessons\]](#)

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. [\[15 lessons\]](#)

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

L.3.3a Choose words and phrases for effect. [\[1 lesson\]](#)

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase. [\[6 lessons\]](#)

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). [\[12 lessons\]](#)

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

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [\[8 lessons\]](#)

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

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

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes. [\[1 lesson\]](#)

RF.3.3c Decode multisyllable words. [\[4 lessons\]](#)

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [\[7 lessons\]](#)

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

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

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [\[5 lessons\]](#)

RI.3.6 Distinguish their own point of view from that of the author of a text. [\[2 lessons\]](#)

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). **[10 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). **[3 lessons]**

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. **[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.3.6 Distinguish their own point of view from that of the narrator or those of the characters. **[1 lesson]**

SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. **[1 lesson]**

SL.3.1d Explain their own ideas and understanding in light of the 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. **[3 lessons]**

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. **[3 lessons]**

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **[2 lessons]**

W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **[2 lessons]**

W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **[3 lessons]**

W.3.3c Use temporal words and phrases to signal event order. **[1 lesson]**

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **[4 lessons]**

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]**

