

L.3.1h Use coordinating and subordinating conjunctions. [\[10 lessons\]](#)

L.3.1i Produce simple, compound, and complex sentences. [\[11 lessons\]](#)

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. [\[21 lessons\]](#)

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [\[3 lessons\]](#)

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

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

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

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. [\[29 lessons\]](#)

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). [\[19 lessons\]](#)

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. [\[21 lessons\]](#)

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. **[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. **[2 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. **[2 lessons]**

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. **[1 lesson]**

W.3.1b Provide reasons that support the opinion. **[2 lessons]**

W.3.2b Develop the topic with facts, definitions, and details. **[2 lessons]**

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **[3 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. **[2 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. **[2 lessons]**