

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

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [\[1 lesson\]](#)

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

L.3.6 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). [\[9 lessons\]](#)

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. [\[5 lessons\]](#)

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

RF.3.3d Read grade-appropriate irregularly spelled words. [\[3 lessons\]](#)

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. [\[4 lessons\]](#)

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

RI.3.7 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). [\[1 lesson\]](#)

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [\[4 lessons\]](#)

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

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [\[2 lessons\]](#)

SL.3.1d Explain their own ideas and understanding in light of the discussion. [\[1 lesson\]](#)

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

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

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.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. [\[1 lesson\]](#)

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