

CODING KEY

★ = New Standard

⊙ = Continued Focus

► = Focus Fading to Mastery

FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language	
Comprehension and Collaboration	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English	
<p>SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 specific topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>b. 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). ★</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. ★</p> <p>SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ★</p>	Phonological Awareness	<p>RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ★</p> <p>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. ★</p>	<p>RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ★</p>	<p>W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. ★</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. ★</p> <p>c. Use temporal words and phrases to signal event order. ★</p> <p>d. Provide a sense of closure. ★</p>	<p>L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ★</p> <p>b. Form and use regular and irregular plural nouns. ★</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>). ★</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement. ★</p> <p>i. Produce simple, compound, and complex sentences. ★</p> <p>L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles. ★</p> <p>c. Use commas and quotation marks in dialogue. ★</p> <p>d. Form and use possessives. ★</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ★</p>	
	Phonics and Word Recognition	<p>RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Decode multisyllable words. ★</p> <p>d. Read grade-appropriate irregularly spelled words. ★</p>	Craft and Structure	Craft and Structure	Production and Distribution of Writing	
	Fluency	<p>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. ★</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ★</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ★</p>	<p>RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. ★</p>	Integration of Knowledge and Ideas	<p>W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.) ★</p> <p>W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.) ★</p> <p>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. ★</p>	Knowledge of Language
Presentation of Knowledge and Ideas		Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Research to Build and Present Knowledge	Vocabulary Acquisition and Use	
<p>SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) ★</p>		Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	Range of Writing	<p>L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English. ★</p> <p>L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase. ★</p> <p>L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). ★</p> <p>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., <i>After dinner that night we went looking for them</i>). ★</p>	
		Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity		
		<p>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. ★</p>	<p>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). ★</p> <p>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. ★</p>	<p>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. ★</p> <p>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. ★</p>		

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Speaking & Listening	Reading	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Foundational Skills	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
<p>SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>b. 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). ☉</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. ☉</p> <p>d. Explain their own ideas and understanding in light of the discussion. ★</p> <p>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. ★</p> <p>SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and details. ☉</p>	<p>Print Concepts</p>	<p>RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ☉</p> <p>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. ☉</p>	<p>RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ☉</p> <p>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea. ★</p> <p>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. ★</p>	<p>W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ★</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ★</p> <p>b. Develop the topic with facts, definitions, and details. ★</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. ★</p> <p>d. Provide a concluding statement or section. ★</p>	<p>L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ☉</p> <p>b. Form and use regular and irregular plural nouns. ☉</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>). ☉</p> <p>d. Form and use regular and irregular verbs. ★</p> <p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. ★</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement. ☉</p> <p>i. Produce simple, compound, and complex sentences. ☉</p> <p>L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles. ►</p> <p>c. Use commas and quotation marks in dialogue. ►</p> <p>d. Form and use possessives. ☉</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). ★</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ☉</p>
	<p>Phonological Awareness</p> <p>Phonics and Word Recognition</p> <p>RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes. ★</p> <p>c. Decode multisyllable words. ☉</p> <p>d. Read grade-appropriate irregularly spelled words. ☉</p>	<p>Craft and Structure</p> <p>RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. ★</p> <p>RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. ☉</p>	<p>Craft and Structure</p> <p>RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. ☉</p>	<p>Production and Distribution of Writing</p> <p>W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.) ☉</p> <p>W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.) ☉</p> <p>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. ☉</p>	
<p>Presentation of Knowledge and Ideas</p> <p>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. ★</p> <p>SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) ☉</p>	<p>Fluency</p> <p>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. ☉</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ☉</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ☉</p>	<p>Integration of Knowledge and Ideas</p> <p>RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). ★</p>	<p>Integration of Knowledge and Ideas</p> <p>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). ☉</p>	<p>Research to Build and Present Knowledge</p> <p>W.3.7: Conduct short research projects that build knowledge+ about a topic. ★</p> <p>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. ☉</p>	
	<p>Range of Reading and Level of Text Complexity</p> <p>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Range of Reading and Level of Text Complexity</p> <p>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. ☉</p>	<p>Range of Reading and Level of Text Complexity</p> <p>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. ☉</p>	<p>Range of Writing</p> <p>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. ☉</p>	

Grade 3 ► Weeks 7-12 (cont.) **What Do Good Readers, Writers & Thinkers Do?**

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FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language Vocabulary Acquisition and Use
					<p>L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase. ☉</p> <p>L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). ★</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). ☉</p> <p>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., <i>After dinner that night we went looking for them</i>). ☉</p>

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Speaking & Listening	Reading	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Foundational Skills	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
<p>SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 specific topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. ★</p> <p>b. 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). ►</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. ►</p> <p>d. Explain their own ideas and understanding in light of the discussion. Ⓞ</p> <p>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. Ⓞ</p> <p>SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and details. ►</p>	<p>Print Concepts</p>	<p>RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ►</p> <p>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. Ⓞ</p>	<p>RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ►</p> <p>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea. Ⓞ</p> <p>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. Ⓞ</p>	<p>W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. ★</p> <p>a. Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons. ★</p> <p>b. Provide reasons that support the opinion. ★</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. ★</p> <p>d. Provide a concluding statement or section. ★</p>	<p>L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Ⓞ</p> <p>b. Form and use regular and irregular plural nouns. ►</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>). ►</p> <p>d. Form and use regular and irregular verbs. Ⓞ</p> <p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. Ⓞ</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement. Ⓞ</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. ★</p> <p>i. Produce simple, compound, and complex sentences. Ⓞ</p>
	<p>Phonological Awareness</p>	<p>Phonics and Word Recognition</p> <p>RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes. Ⓞ</p> <p>b. Decode words with common Latin suffixes. ★</p> <p>c. Decode multisyllable words. ►</p> <p>d. Read grade-appropriate irregularly spelled words. Ⓞ</p>	<p>Craft and Structure</p> <p>RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Ⓞ</p> <p>RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. Ⓞ</p> <p>RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters. ★</p>	<p>Craft and Structure</p> <p>RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. ►</p> <p>RI.3.6: Distinguish their own point of view from that of the author of a text. ★</p>	<p>Production and Distribution of Writing</p> <p>W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.) Ⓞ</p> <p>W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.) Ⓞ</p> <p>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. Ⓞ</p>
<p>Presentation of Knowledge and Ideas</p> <p>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. Ⓞ</p> <p>SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) Ⓞ</p>	<p>Fluency</p> <p>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. Ⓞ</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Ⓞ</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Ⓞ</p>	<p>Integration of Knowledge and Ideas</p> <p>RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). ►</p>	<p>Integration of Knowledge and Ideas</p> <p>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). ►</p>	<p>Knowledge of Language</p> <p>L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Form and use possessives. ►</p> <p>e. Use conventional spelling for high-frequency and other studied words for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). Ⓞ</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Ⓞ</p>	<p>L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English. ►</p>
		<p>Range of Reading and Level of Text Complexity</p> <p>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. Ⓞ</p>	<p>Range of Reading and Level of Text Complexity</p> <p>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. Ⓞ</p>		

Grade 3 ► Weeks 13-18 (cont.) **What Do Good Readers, Writers & Thinkers Do?**

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				<p>Research to Build and Present Knowledge</p>	<p>Vocabulary Acquisition and Use</p>
				<p>W.3.7: Conduct short research projects that build knowledge about a topic. ☉</p>	<p>L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p>
				<p>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. ☉</p>	<p>a. Use sentence-level context as a clue to the meaning of a word or phrase. ►</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). ★</p>
				<p>Range of Writing</p>	<p>L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.</p>
				<p>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. ☉</p>	<p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). ☉</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). ►</p> <p>c. Distinguish shades of meaning among related words that describe state of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). ★</p>
					<p>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., <i>After dinner that night we went looking for them</i>). ☉</p>

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Speaking & Listening	Reading	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Foundational Skills	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
<p>SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 specific topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Ⓞ</p> <p>d. Explain their own ideas and understanding in light of the discussion. ►</p> <p>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. ►</p>	<p>Print Concepts</p>	<p>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. ★</p> <p>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. ►</p>	<p>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea. ►</p> <p>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. ►</p>	<p>W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Ⓞ</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Ⓞ</p> <p>c. Use temporal words and phrases to signal event order. Ⓞ</p> <p>d. Provide a sense of closure. Ⓞ</p>	<p>L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Ⓞ</p> <p>d. Form and use regular and irregular verbs. ►</p> <p>e. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tense. ►</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement. Ⓞ</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Ⓞ</p> <p>h. Use coordinating and subordinating conjunctions. ★</p> <p>i. Produce simple, compound, and complex sentences. Ⓞ</p>
	<p>Phonological Awareness</p>				
<p>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. ►</p>	<p>RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes. Ⓞ</p> <p>b. Decode words with common Latin suffixes. Ⓞ</p> <p>d. Read grade-appropriate irregularly spelled words. Ⓞ</p>	<p>RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. ►</p> <p>RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. Ⓞ</p> <p>RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters. Ⓞ</p>	<p>RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. ★</p> <p>RI.3.6: Distinguish their own point of view from that of the author of a text. Ⓞ</p>	<p>W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.) Ⓞ</p> <p>W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.) Ⓞ</p> <p>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. Ⓞ</p>	<p>L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Use conventional spelling for high-frequency and other studied words for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>). Ⓞ</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Ⓞ</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. ★</p>
	<p>Fluency</p>	<p>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. Ⓞ</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Ⓞ</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Ⓞ</p>	<p>Craft and Structure</p>	<p>Craft and Structure</p>	
<p>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. ►</p> <p>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. ★</p> <p>SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) Ⓞ</p>	<p>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. Ⓞ</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Ⓞ</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Ⓞ</p>	<p>Integration of Knowledge and Ideas</p>	<p>Integration of Knowledge and Ideas</p>	<p>Range of Reading and Level of Text Complexity</p>	<p>L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect. ★</p>
<p>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. ►</p> <p>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. ★</p> <p>SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) Ⓞ</p>	<p>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. Ⓞ</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Ⓞ</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Ⓞ</p>	<p>Integration of Knowledge and Ideas</p>	<p>Integration of Knowledge and Ideas</p>	<p>Range of Reading and Level of Text Complexity</p>	
		<p>Range of Reading and Level of Text Complexity</p> <p>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. Ⓞ</p>	<p>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. Ⓞ</p>	<p>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. Ⓞ</p>	<p>Range of Writing</p> <p>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. Ⓞ</p>

CODING KEY

★ = New Standard ☉ = Continued Focus ► = Focus Fading to Mastery

FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language Vocabulary Acquisition and Use
					<p>L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). ☉</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). ★</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. ★</p> <p>L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). ►</p> <p>c. Distinguish shades of meaning among related words that describe state of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). ☉</p> <p>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., <i>After dinner that night we went looking for them</i>). ☉</p>

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FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
		Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
Comprehension and Collaboration SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 specific topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Ⓞ	Print Concepts	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. Ⓞ	Craft and Structure RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. Ⓞ RI.3.6: Distinguish their own point of view from that of the author of a text. ▶	W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Ⓞ b. Develop the topic with facts, definitions, and details. Ⓞ c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. Ⓞ d. Provide a concluding statement or section. Ⓞ	L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Ⓞ f. Ensure subject-verb and pronoun-antecedent agreement. Ⓞ g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. ▶ h. Use coordinating and subordinating conjunctions. Ⓞ i. Produce simple, compound, and complex sentences. Ⓞ L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in addresses. ★ e. Use conventional spelling for high-frequency and other studied words for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). Ⓞ f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Ⓞ g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. Ⓞ
	Phonological Awareness				
Presentation of Knowledge and Ideas 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. ▶ SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) Ⓞ	Phonics and Word Recognition RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. ▶ b. Decode words with common Latin suffixes. ▶ d. Read grade-appropriate irregularly spelled words. ▶	Integration of Knowledge and Ideas RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). ★	Range of Reading and Level of Text Complexity 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. Ⓞ	Research to Build and Present Knowledge W.3.7: Conduct short research projects that build knowledge about a topic. Ⓞ 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. Ⓞ	Vocabulary Acquisition and Use L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). ▶ c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). Ⓞ d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. Ⓞ L.3.5: Demonstrate understanding of word relationships and nuances in word meanings. c. Distinguish shades of meaning among related words that describe state of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). ▶ 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., <i>After dinner that night we went looking for them</i>). Ⓞ
	Fluency RF.3.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. Ⓞ b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Ⓞ c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Ⓞ	Range of Reading and Level of Text Complexity 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. Ⓞ	Range of Writing 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. Ⓞ		

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Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 specific topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. ►	Phonological Awareness	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. ►	Craft and Structure RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. ►	W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. ☉ a. Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons. ☉ b. Provide reasons that support the opinion. ☉ c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. ☉ d. Provide a concluding statement or section. ☉	L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ► f. Ensure subject-verb and pronoun-antecedent agreement. ► h. Use coordinating and subordinating conjunctions. ► i. Produce simple, compound, and complex sentences. ► L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in addresses. ► e. Use conventional spelling for high-frequency and other studied words for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). ► f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ► g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. ►
	Phonics and Word Recognition				
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. ►	Fluency	RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. ► RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters. ►	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). ► RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic. ►	W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.) ☉ W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.) ☉ 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. ☉	Knowledge of Language L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. ☉
	RF.3.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. ► b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ► c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ►				
		RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). ►	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. ►	W.3.7: Conduct short research projects that build knowledge about a topic. ☉ 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. ☉	L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). ► d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. ► 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., <i>After dinner that night we went looking for them</i>). ►
		Range of Reading and Level of Text Complexity		Range of Writing	
		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. ►		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. ►	