

Strand: Reading Literature			
Topics	Standard	"I can..." statements	Vocabulary
Key Ideas and Details	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> I can answer questions to show I understand important details in a story I can ask questions to show I understand important details in a story I can ask and answer questions before, during, and after reading a text 	Details
	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.	<ul style="list-style-type: none"> I can recount/retell (put in my own words) stories I can retell a fable or folktale and explain the lesson in the story 	Recount/ retell Fables Folktales Myths Central message Moral Lesson Key detail
	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.	<ul style="list-style-type: none"> I can use the characters' actions to help me understand what happens in the story I can describe what characters do I can describe why characters do particular things I can describe how characters feel I can describe what characters are like 	Characters Physical traits Emotional traits Action Event Sequence
Craft and Structure	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<ul style="list-style-type: none"> I can tell the meaning of words and phrases I can tell the difference between true or factual and exaggerated text I can understand sentences that may have idioms, similes, metaphors, or exaggerations 	Literal Non-literal Context clues
	RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.	<ul style="list-style-type: none"> I can identify the chapter of a book when writing or speaking about a text I can identify the scene in a drama when writing or speaking about a text I can identify a stanza in a poem when writing or speaking about a text I can describe how each part of the text build on earlier parts 	Story Drama Poem Chapter Scene Stanza

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	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	<ul style="list-style-type: none"> • I can define point of view • I can determine the point of view of the narrator or character of a story • I can tell my own point of view from the narrator or characters of a story • I can explain how my point of view is similar to or different from a narrator or character in a story 	Points of view Narrator Character
Integration of Knowledge and Ideas	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., <i>create mood, emphasize aspects of a character or setting</i>).	<ul style="list-style-type: none"> • I can identify illustrations that support the story • I can explain how illustrations contribute to the words in the story 	Contribute
	RL.3.8 (Not applicable to literature)		
	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., <i>in books from a series</i>).	<ul style="list-style-type: none"> • I can define theme • I can define setting • I can define plot • I can identify themes, settings, and plots in stories written by the same author • I can contrast themes, settings, and plots in stories written by the same author • I can compare the characters, settings, plots, and themes of different books by the same author 	Compare Contrast Themes Plots Setting
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.	<ul style="list-style-type: none"> • I can read and understand stories at my grade level • I can closely read complex grade level texts • I can reread a text to find more information or clarify ideas • I can use reading strategies to help me understand difficult complex text 	Reading strategies

Strand: Reading Informational Text			
Topics	Standard	“I can…” statements	Vocabulary
Key Ideas and Details	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> I can answer questions to show that I know what I read I can answer questions about a text by referring to words and phrases in the book I can ask questions to show that I know what I read 	Details
	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> I can identify main idea in a text I can tell the difference between the main idea and details of a text I can connect details to the main ideas that they support 	Main idea/topic Key detail Account
	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.	<ul style="list-style-type: none"> I can tell about the time, sequence, the cause and effect of an historical event I can tell about the time, sequence, the cause and effect of scientific ideas I can use language that shows time, sequence, and cause and effect when describing a text 	Event Procedure Idea Concept Time Sequence Cause/effect
Craft and Structure	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topics or subject area</i> .	<ul style="list-style-type: none"> I can identify general academic and domain-specific words and phrases in a text I can locate and use references to find meaning of general words I can locate and use references to find meanings of domain-specific words 	General academic words Domain-specific words
	RI.3.5 Use text features and search tools (e.g., <i>key words, sidebars, hyperlinks</i>) to locate information relevant to a given topic efficiently.	<ul style="list-style-type: none"> I can identify and give examples of text features and search tools I can use headings, bold words, captions, highlighted words, etc. to find information I can use search tools such as sidebars, key words, and hyperlinks 	Text features Search tool
	RI.3.6 Distinguish their own point of view from that of the authors of a text.	<ul style="list-style-type: none"> I can define point of view I can determine the point of view of the author I can tell my own point of view from the author’s point of view 	Point of view
Integration of Knowledge and Ideas	RI.3.7 Use information gained from illustrations (e.g., <i>maps, photographs</i>) and the words in a text to demonstrate understanding of the text (e.g., <i>where, when, why, and how key events occur</i>).	<ul style="list-style-type: none"> I can explain how illustrations in a text add meaning to the words I can use pictures and words in a text to help me understand what I read 	Informational text

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	<p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., <i>comparison, cause/effect, first/second/third in a sequence</i>).</p>	<ul style="list-style-type: none"> • I can identify words authors use to help me make logical connections between sentences and paragraphs • I can explain how connection words help me understand a text • I can describe connections an author makes between sentences and paragraphs 	<p>Logical Connection Sentence Paragraph</p>
	<p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<ul style="list-style-type: none"> • I can identify the most important points and key details found in two texts about the same topic • I can find things that are the same in two texts about the same topic • I can find things that are different in two texts about the same topic 	<p>Compare Contrast Important point Significant point Key detail</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>	<ul style="list-style-type: none"> • I can closely read complex grade level texts • I can reread a text to find more information or clarify ideas • I can use reading strategies to help me understand difficult complex text 	<p>Reading strategies</p>

Strand: Reading Foundational Skills			
Topics	Standard	“I can...” statements	Vocabulary
Phonics and Word Recognition	RL.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. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> • I can find prefixes and suffixes in words • I know the meanings of some prefixes and suffixes • I can break apart words into syllable segments to help me decode words I do not know • I can read words with suffixes • I can read longer words and words that are spelled irregularly 	Derivational suffixes Latin suffixes Root word Syllable Decode Irregular
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.	<ul style="list-style-type: none"> • I can read grade level text with accuracy • I can make my reading sound like a conversation • I can recognize when a word I have read does not make sense within the text • I can self-correct misread or misunderstood words using context clues • I can reread with corrections when necessary 	Fluency Context clue

Strand: Writing			
Topics	Standard	“I can...” statements	Vocabulary
Text Types and Purposes	<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement or section. 	<ul style="list-style-type: none"> I can determine my opinion or point of view on a topic or text I can create an organizational structure to introduce my topic and opinion I can write an opinion about something that I have read I can support my opinion with details from the text that I have noted on a graphic organizer I can connect the reasons and details with words like: because, therefore, since, and for example I can write a conclusion to my writing 	<p>Opinion Point of view Organizational structure Reason Link</p>
	<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to adding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. Provide a concluding statement or section. 	<ul style="list-style-type: none"> I can write a paper to inform someone about or explain a topic I can use details and facts to support the topic I can use illustrations, pictures, or other media to help my reader understand the writing I can connect my information using linking words and phrases I can write a conclusion for my paper 	<p>Linking word/phrase Concluding statement</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> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure 	<ul style="list-style-type: none"> I can write a story about something that has happened or a made up story I can tell the story in order from beginning to end I can use words to describe the characters and setting in my story I can use a character’s thoughts, words, feelings, and actions to show how events happen and how characters respond to the events I can show changes in time by using temporal words and phrases I can write a conclusion that sums up the story 	<p>Narrative plot Narrator Character Event Sequence Temporal Words Conclusion</p>

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Production and Distribution of Writing	W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. <i>Grade-specific expectations for writing types are defined in standards 1–3 above.</i>	<ul style="list-style-type: none"> I can identify the writing style that best fits my task and purpose I can use graphic organizers to develop my writing ideas I can create a piece of writing that shows my understanding of a specific writing style 	Writing style Task Purpose Graphic organizer
	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <i>Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.</i>	When someone helps me: <ul style="list-style-type: none"> I can use prewriting strategies to formulate ideas I can recognize that a good piece of writing requires more than one draft I can edit to make my writing clearer I can revise my writing to make sure I stay on topic I can prepare a new draft with changes that strengthens my writing 	Prewriting Strategy Formulate Draft Revise Edit
	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.	When someone helps me: <ul style="list-style-type: none"> I can use resources and technology to finish and share my work I can work with others to create a writing project I can use keyboarding skills to prepare my writing for publication 	Program Publish Technology Collaborate Keyboarding
Research to Build and Present Knowledge	W.3.7 Conduct short research projects that build knowledge about a topic.	<ul style="list-style-type: none"> I can learn new things about a topic by doing research 	Research 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.	<ul style="list-style-type: none"> I can recall information from experiences or gather information from print and digital sources about a topic I can take notes about a topic I can sort the information from my notes into provided categories 	Print source Digital source Notes Category
	W.3.9. (Begins in grade 4)		
Range of Writing	W.3.10 Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> I can write for long or short periods of time, depending on my task I can choose a writing structure to fit my task, purpose, and/or audience I can write for a variety of reasons I can complete a writing assignment in the time that my teacher has set for me 	Task Purpose Audience

Strand: Speaking and Listening			
Topics	Standard	“I can...” statements	Vocabulary
Comprehension and Collaboration	SL.3.1 Engage effectively in a range of collaborative discussions (<i>one-on-one, in groups, and teacher-led</i>) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> 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. b. Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> • I can bring the correct information to a discussion • I can give ideas about that information to the group • I can follow rules by respecting and listening to others, taking turns during a discussion • I can ask and answer questions about the topic • I can add to the discussion after listening • I can stay on topic by making comments about the information being discussed • I can make connections between the comments of others 	Discussion Collaboration
	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.	<ul style="list-style-type: none"> • I can identify information from a text being read aloud • I can identify information that is presented in different formats • I can use the information gathered to determine the main idea and support details of a presentation • I can compare the main idea with supporting details from different media forms with similar topics 	Format Main idea Supporting details
	SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<ul style="list-style-type: none"> • I can stay focused on the topic • I can ask the speaker appropriate questions • I can answer questions that the speaker asks 	Presentation Detail Elaborate
Presentation of Knowledge and Ideas	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.	<ul style="list-style-type: none"> • I can present a topic, text, story, or experience with facts and relevant descriptive details • I can share information by speaking in a clear and understandable way 	Details Relevant Descriptive Pace

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	<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>	<ul style="list-style-type: none"> • I can read aloud stories or poems and use my voice to make them come to life • I can share at an understandable reading pace on a recording (video, PowerPoint, DVD, iPod, iPad, computer or CD) • I can use pictures or posters to help the audience understand my reading 	<p>Pace Visual display</p>
	<p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><i>See grade 3 Language standards 1 and 3 for specific expectations.</i></p>	<ul style="list-style-type: none"> • I can recognize a complete sentence • I can speak using complete sentences when asked to provide details or clarification 	<p>Complete sentences Clarification</p>

Strand: Language			
Topics	Standard	“I can...” statements	Vocabulary
Conventions of Standard English	<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., <i>childhood</i>). Form and use regular and irregular verbs. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses. Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences 	<ul style="list-style-type: none"> I can explain the correct use of nouns, pronouns, verbs, adjectives, and adverbs I can make and use regular and irregular plural nouns correctly I can use abstract nouns I can make and use irregular verbs correctly I can make and use simple verb tenses correctly I can make sentences where the subject and verb agree I can make sentences where pronouns agree with nouns I can correctly use comparative and superlative adjectives and adverbs I can correctly use coordinating and subordinating conjunctions I can produce simple, compound and complex sentences 	<p>Collective nouns Irregular plural nouns Reflexive pronouns Past tense of irregular verbs Adjectives and adverbs Complete simple sentences Complete compound sentences</p>
	<p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>). Use spelling patterns and generalizations (e.g., <i>word families</i>, <i>position-based spellings</i>, <i>syllable patterns</i>, <i>ending rules</i>, <i>meaningful word parts</i>) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<ul style="list-style-type: none"> I can capitalize important words in a title I can use commas in addresses I can use commas and quotation marks in dialogue I can form and use possessives I can spell words that are high-frequency and studied I can add suffixes to base/root words I can use spelling patterns and generalizations like word families, syllable patterns, ending rules, meaningful word parts, and position based spellings I can use reference materials to check spelling 	<p>Title Address Dialogue Speaker tag Possessives Base word Suffix Resource</p>

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	<p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ol style="list-style-type: none"> a. Choose words and phrases for effect. * b. Recognize and observe differences between the conventions of spoken and written standard English. 	<ul style="list-style-type: none"> • I can identify words and phrases in a story that bring it to life and create effect or interest • I can use words and phrases to make my language more exciting • I can tell the differences between the rules of speaking and writing 	<p>Effect Spoken language Written language Standard English</p>
<p>Vocabulary Acquisition and Use</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> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. 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. 	<ul style="list-style-type: none"> • I can use context clues to understand a meaning of a new word • I can recognize and define common affixes • I can break down unknown words into units of meaning to determine definitions • I can understand words with suffixes and prefixes added to them • I can use root/base words to figure out new words • I can use dictionaries or the Internet to find the meanings of words and phrases 	<p>Context clues Root/base word Affix Reference material</p>
	<p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). 	<ul style="list-style-type: none"> • I can tell the difference between literal and non-literal phrase meanings • I can give real-life examples of word meanings • I can show the shades of meanings of related words • I can recognize words that have similar meaning, and choose the word that best describes the mood/state of mind 	<p>Literal Non-literal Shades of meaning Connection Mood State of mind</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>	<ul style="list-style-type: none"> • I can use new grade level appropriate words and phrases • I can use grade level appropriate words that tell when and where • I can recognize the difference between general academic words and phrases and domain-specific words and phrases 	<p>Temporal Spatial</p>