

Ohio English Language Arts - Extended Learning Standards

Grade 3

Reading Standards for Literature

Key Ideas and Details

- 1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RL.3.1**

Complexity a

- a Answer literal questions including details from the text. **RL.3.1.A**

Complexity b

- b Answer literal questions to show understanding of the text. **RL.3.1.B**

Complexity c

- c Identify one or more key details within a given text. **RL.3.1.C**

Learning Progression

- a Identify a story element (character or setting) **RL.3.1.LP.A**

- b Participate in a discussion about a story **RL.3.1.LP.B**

- c Listen to a story read aloud **RL.3.1.LP.C**

- d Actively engage with a literary text. **RL.3.1.LP.D**

- 2 Analyze literary text development. a. Determine a theme and explain how it is conveyed through key details in the text. b. Retell stories, including fables, folktales, and myths from diverse cultures. **RL.3.2**

Complexity a

- a Explain the theme of a story and retell by citing details that contribute to this theme. **RL.3.2.A**

Complexity b

- b Retell a story, including a beginning, middle, and end. **RL.3.2.B**

Complexity c

- c Match pictures to sequence the events in the text. **RL.3.2.C**

Learning Progression

- a Discuss beginning, middle, and end **RL.3.2.LP.A**

- b Identify pictures or objects from the story. **RL.3.2.LP.B**

- c listen to a story read aloud. **RL.3.2.LP.C**

- d Actively engage with a literary text. **RL.3.2.LP.D**

- 3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **RL.3.3**

Complexity a

- a Describe a character's traits or actions and state how they contribute to the story sequence. **RL.3.3.A**

Complexity b

- b Identify a character's feelings and motivations. **RL.3.3.B**

Complexity c

- c Match a picture to a character or setting in a story. Identify a character in the story. **RL.3.3.C**

Learning Progression

- a Identify pictures or objects from the story. **RL.3.3.LP.A**
- b Listen to a story read aloud. **RL.3.3.LP.B**
- c Actively engage with a literary text. **RL.3.3.LP.C**

Craft and Structure

- 4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **RL.3.4**

Complexity a

- a Identify the meaning of a word based on how it is used in a text. **RL.3.4.A**

Complexity b

- b Identify the meaning of a word based on how it is used in a text. **RL.3.4.B**

Complexity c

- c Match pictures or objects to words based on how they are used in a text. **RL.3.4.C**

Learning Progression

- a Identify pictures or objects from the story. **RL.3.4.LP.A**

- b Listen to a story read aloud. **RL.3.4.LP.B**

- c Actively engage with a literary text **RL.3.4.LP.C**

- 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.3.5**

Complexity a

- a Identify the chapters, scenes, and stanzas within a text. **RL.3.5.A**

Complexity b

- b Identify chapters with books, scenes with dramas, and stanzas with poems using visual, auditory, or text examples. **RL.3.5.B**

Complexity c

- c Identify a text as a story, drama, or poem. **RL.3.5.C**

Learning Progression

- a Identify a poem. **RL.3.5.LP.A**

- b Identify a drama. **RL.3.5.LP.B**

- c Identify a story. **RL.3.5.LP.C**

- d Listen to stories, dramas, and poems read aloud. **RL.3.5.LP.D**

- e Actively engage with a literary text **RL.3.5.LP.E**

- 6 Describe the difference between points of view in texts, particularly first-person and third person narration. **RL.3.6**

Complexity a

- a Identify the point of view in a story (e.g., first-person as a character in the story, using “I” or “we” and third-person as a narrator, using “he” or “she”). **RL.3.6.A**

Complexity b

- b** Identify the point of view in a story (e.g., first person as a character in the story, using “I” or “we” and third-person as a narrator, using “he” or “she”). **RL.3.6.B**

Complexity c

- c** Identify the storyteller (narrator or character). **RL.3.6.C**

Learning Progression

- a** Identify a narrator uses the terms “he” or ”she” to tell a story. **RL.3.6.LP.A**
- b** Match the use of the terms “he” or “she” to third person point of view. **RL.3.6.LP.B**
- c** Recognize when the terms “he” or “she” are seen in a story. **RL.3.6.LP.C**
- d** Identify the character who is using the terms “I” or ”we” in a given story. **RL.3.6.LP.D**
- e** Match the use of the terms “I” or “we” to first person point of view. **RL.3.6.LP.E**
- f** Recognize when the terms “I” or “we” are used in story. **RL.3.6.LP.F**
- g** Recognize that the author of the story may or may not be the original storyteller. **RL.3.6.LP.G**
- h** Identify the author of a given story. **RL.3.6.LP.H**
- i** Recognize that the “reader” of the story is not the same as the storyteller within the story. **RL.3.6.LP.I**
- j** Identify that selecting a story to read is not the same as being the original storyteller. **RL.3.6.LP.J**
- k** Demonstrate that anyone can select a story to read. **RL.3.6.LP.K**
- l** Identify characters represented in a given story. **RL.3.6.LP.L**
- m** Listen to a story read aloud. **RL.3.6.LP.M**
- n** Actively engage with a literary text **RL.3.6.LP.N**

Integration of Knowledge and Ideas

- 7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting). **RL.3.7**

Complexity a

- a Use both text and illustration to explain an event, setting, or character's actions. **RL.3.7.A**

Complexity b

- b Identify story elements (events, setting, or characters) that are shown in the illustrations. **RL.3.7.B**

Complexity c

- c Identify a story element (event, setting, or character) that is shown in the illustrations. **RL.3.7.C**

Learning Progression

- a Identify story elements. **RL.3.7.LP.A**
- b Recognize the difference between illustrations and print in a text. **RL.3.7.LP.B**
- c Actively engage with a literary text **RL.3.7.LP.C**

- 8 (Not applicable to literature) **RL.3.8**

Complexity a

- a (Not applicable to literature) **RL.3.8.A**

Complexity b

- b (Not applicable to literature) **RL.3.8.B**

Complexity c

- c (Not applicable to literature) **RL.3.8.C**

Learning Progression

- a (Not applicable to literature) **RL.3.8.LP.A**

- 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). **RL.3.9**

Complexity a

- a Describe similarities or differences in plots or characters in stories by the same author (may or may not be in the same series). **RL.3.9.A**

Complexity b

- b Identify similarities or differences between characters or events in two stories. **RL.3.9.B**

Complexity c

- c identify similarities or differences between characters in a single story. **RL.3.9.C**

Learning Progression

- a Identify characters in a story. [RL.3.9.LP.A](#)
- b Recognize similarities and/or differences in everyday life. [RL.3.9.LP.B](#)
- c Actively engage with a literary text [RL.3.9.LP.C](#)

Range of Reading and Level of Text Complexity

- 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons. **RL.3.10**

Complexity a

- a** Actively engage with grade-level/ age-appropriate, accommodated literature materials using prior knowledge and previous experience in order to make text-to-self or text-to-text connections and comparisons. **RL.3.10.A**

Complexity b

- b** Actively engage with gradelevel/age-appropriate, accommodated literature materials using prior knowledge and previous experience in order to make text-to-self comparisons. **RL.3.10.B**

Complexity c

- c** Actively engage with grade-level/ age-appropriate, accommodated literature materials using prior knowledge and previous experience. **RL.3.10.C**

Learning Progression

- a** Decoding **RL.3.10.LP.A**
- b** Identify Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/. **RL.3.10.LP.B**
- c** Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns. **RL.3.10.LP.C**
- d** Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr. **RL.3.10.LP.D**
- e** Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns. **RL.3.10.LP.E**
- f** Identify the trigraphs -shr and -thr as blended phonemes used in words. **RL.3.10.LP.F**
- g** Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings. **RL.3.10.LP.G**
- h** Identify the graphemes -ge and -dge as graphemes used at the end of words. **RL.3.10.LP.H**
- i** Identify the graphemes -k and -ck as graphemes used at the end of words. **RL.3.10.LP.I**
- j** Identify words containing the phonemes /j/ and /g/ represented by grapheme g. **RL.3.10.LP.J**
- k** Identify words containing the phonemes /c/ and /s/ represented by grapheme c. **RL.3.10.LP.K**
- l** Read & Comprehend - grade level text **RL.3.10.LP.L**

- m** Answer wh- questions related to grade-level/age appropriate poems and stories. [RL.3.10.LP.M](#)
- n** Decode and read simple poems and stories. [RL.3.10.LP.N](#)
- o** Engage with text types including poetry and stories. [RL.3.10.LP.O](#)
- p** Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year. [RL.3.10.LP.P](#)
- q** Increase automatic recall of newly learned sound/symbol correspondences for the purposes of decoding and reading. [RL.3.10.LP.Q](#)
- r** With prompting and support decode and read CVCC, CCVCC, CCCVC, CCCVCC words within a grade-level decodable text. [RL.3.10.LP.R](#)
- s** Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC) [RL.3.10.LP.S](#)
- t** Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ & c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends & trigraphs) [RL.3.10.LP.T](#)
- u** With prompting and support decode and read CCVC words within a grade-level decodable text. [RL.3.10.LP.U](#)
- v** Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations in 4 letter words (CCVC words) [RL.3.10.LP.V](#)
- w** Decode words with digraphs. [RL.3.10.LP.W](#)
- x** Build words with digraphs. [RL.3.10.LP.X](#)
- y** Identify words with digraphs. [RL.3.10.LP.Y](#)
- z** Combine 2-3 consonants that make one sound. (i.e., th, sh, ch, wh, ph, gh, tch) [RL.3.10.LP.Z](#)
- aa** Decode words with consonant blends. [RL.3.10.LP.AA](#)
- ab** Build words with consonant blends. [RL.3.10.LP.AB](#)
- ac** Identify words with consonant blends. [RL.3.10.LP.AC](#)
- ad** Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends [RL.3.10.LP.AD](#)
- ae** With prompting and support decode and read CVC words within a grade level text. [RL.3.10.LP.AE](#)
- af** Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations in 3 letter words (CVC words) [RL.3.10.LP.AF](#)
- ag** With prompting and support decode and read CCVC words within a grade-level decodable text. [RL.3.10.LP.AG](#)
- ah** Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa) [RL.3.10.LP.AH](#)
- ai** Decode words with threeconsonant blends. [RL.3.10.LP.AI](#)

- aj** Build words with three-consonant blends. [RL.3.10.LP.AJ](#)
- ak** Identify words with threeconsonant blends. [RL.3.10.LP.AK](#)
- al** Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr) [RL.3.10.LP.AL](#)
- am** Decode words with two-consonant blends. [RL.3.10.LP.AM](#)
- an** Build words with two-consonant blends. [RL.3.10.LP.AN](#)
- ao** Identify words with two-consonant blends. [RL.3.10.LP.AO](#)
- ap** Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl,cr, cl, tr, dr, etc.) [RL.3.10.LP.AP](#)
- aq** Decode words with digraphs. [RL.3.10.LP.AQ](#)
- ar** Build words with digraphs. [RL.3.10.LP.AR](#)
- as** Identify words with digraphs. [RL.3.10.LP.AS](#)
- at** Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng) [RL.3.10.LP.AT](#)
- au** With prompting and support decode and read CVC words within a grade level text. [RL.3.10.LP.AU](#)
- av** Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words) [RL.3.10.LP.AV](#)
- aw** Identify words with common phonemic VC word patterns (word families) [RL.3.10.LP.AW](#)
- ax** Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words [RL.3.10.LP.AX](#)
- ay** Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x) [RL.3.10.LP.AY](#)
- az** Name the 5 vowels [RL.3.10.LP.AZ](#)
- ba** Name 21 consonants [RL.3.10.LP.BA](#)
- bb** Phonological Awareness (detailed further in learning progression in Reading Foundations) [RL.3.10.LP.BB](#)
- bc** Articulate the 5 short vowel sounds [RL.3.10.LP.BC](#)
- bd** Break orally given word into phonemes [RL.3.10.LP.BD](#)
- be** Break an orally given word into onset/first sound and rime [RL.3.10.LP.BE](#)
- bf** Break an orally given word into syllables [RL.3.10.LP.BF](#)
- bg** Text Connections [RL.3.10.LP.BG](#)
- bh** Select two texts with a similar topic, character or setting to demonstrate text-to-text comparison/connection. [RL.3.10.LP.BH](#)
- bi** With support, compare details from two texts using visual/tactile organizer to determine similarities and/or differences. [RL.3.10.LP.BI](#)

- bj** While participating in group reading activity identify and communicate details from the text (characters, setting, topic) to be recorded. **RL.3.10.LP.BJ**
 - bk** Actively engage in group reading activities that activate text-to-text comparisons, and connections. **RL.3.10.LP.BK**
 - bl** Actively engage in group reading activities that activate text-to-self connections. **RL.3.10.LP.BL**
 - bm** Select texts related to prior experiences. **RL.3.10.LP.BM**
 - bn** Communicate about prior experiences related to the text. **RL.3.10.LP.BN**
 - bo** Actively engage in group reading activities that activate prior knowledge related to previous life experiences. **RL.3.10.LP.BO**
 - bp** Actively participate in grade-level/ age-appropriate literature activities using adapted materials as needed. **RL.3.10.LP.BP**
 - bq** Actively engage in grade-level/ age-appropriate literature materials. **RL.3.10.LP.BQ**
 - br** Actively engage in language play (play with sounds) **RL.3.10.LP.BR**
 - bs** Actively engage in group reading activities. **RL.3.10.LP.BS**
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Reading Standards for Informational Text

Key Ideas and Details

- 1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RI.3.1**

Complexity a

- a Answer literal questions including details from the text. **RI.3.1.A**

Complexity b

- b Answer literal questions to show understanding of the text. **RI.3.1.B**

Complexity c

- c Identify one or more key details within a given text. **RI.3.1.C**

Learning Progression

- a Participate in a discussion about the information in a text. **RI.3.1.LP.A**

- b Listen to an informational text read aloud **RI.3.1.LP.B**

- c Actively engage in during Q and A **RI.3.1.LP.C**

- 2 Analyze informational text development. a. Determine the main idea of a text. b. Retell the key details and explain how they support the main idea. **RI.3.2**

Complexity a

- a Identify the main idea and retell using key details. **RI.3.2.A**

Complexity b

- b Identify the main idea of an informational text and a key detail. **RI.3.2.B**

Complexity c

- c Identify the key details in an informational text. **RI.3.2.C**

Learning Progression

- a Participate in a discussion about the information in a text. **RI.3.2.LP.A**

- b Listen to an informational text read aloud **RI.3.2.LP.B**

- c Actively engage with an informational text **RI.3.2.LP.C**

- 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. **RI.3.3**

Complexity a

- a Describe a cause/effect relationship between two events or steps in a process in a text. **RI.3.3.A**

Complexity b

- b Identify the chronology of a series of steps or events described in a historical or scientific text. **RI.3.3.B**

Complexity c

- c Identify the sequence of steps or events described in a text (e.g., first, middle, last). **RI.3.3.C**

Learning Progression

- a Identify the steps or events in a text. **RI.3.3.LP.A**
- b listen to an informational text read aloud **RI.3.3.LP.B**
- c identify steps or events in daily life **RI.3.3.LP.C**
- d Actively engage with an informational text that contains a series of events or steps in directions. **RI.3.3.LP.D**

- 4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. **RI.3.4**

Complexity a

- a Identify the meaning of a word based on how it is used in the text relevant to a grade 3 topic or subject area. **RI.3.4.A**

Complexity b

- b Match a word to its correct meaning based on how it is used in the text relevant to a grade 3 topic or subject area. **RI.3.4.B**

Complexity c

- c Match pictures or objects to words based on how they are used in the text. **RI.3.4.C**

Learning Progression

- a Match pictures or objects to words. **RI.3.4.LP.A**
- b Identify words used in a text. **RI.3.4.LP.B**
- c Actively engage with subject specific vocabulary **RI.3.4.LP.C**

- 5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **RI.3.5**

Complexity a

- a Locate and use one text feature to find information in a text. **RI.3.5.A**

Complexity b

- b Identify text features (e.g., key words, sidebars, hyperlinks) in a text. **RI.3.5.B**

Complexity c

- c Identify a text feature (e.g., key words, sidebars, hyperlinks) in a text. **RI.3.5.C**

Learning Progression

- a Locate text features such as: table of contents, glossary, titles headings sub-headers, key terms (bold or italic), index, diagram, map, graphs, charts, timelines, illustrations, bold, italics, captions, sidebars, footnotes, etc. **RI.3.5.LP.A**
- b Actively engage with informational text containing search tool features. **RI.3.5.LP.B**

- 6 Distinguish their own perspective from that of the author of a text. **RI.3.6**

Complexity a

- a Describe one's own opinion of the subject and state if it is the same or different from the author. **RI.3.6.A**

Complexity b

- b Describe an author's opinion of the text. **RI.3.6.B**

Complexity c

- c Identify one's own opinion of the text. **RI.3.6.C**

Learning Progression

- a Identify one's own thoughts and opinions on any topic. **RI.3.6.LP.A**

- b Identify agreement or disagreement to a given opinion of a text. **RI.3.6.LP.B**

- c Identify agreement or disagreement to a given opinion **RI.3.6.LP.C**

- d Actively engage with informational text authors through picture of the author or other information about them. **RI.3.6.LP.D**

- 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). **RI.3.7**

Complexity a

- a Describe how an illustration explains information from the text (e.g., where, when, why, and how key events occur). **RI.3.7.A**

Complexity b

- b Describe an illustration from the text that answers a question about a text. **RI.3.7.B**

Complexity c

- c Match excerpts from text to illustrations. Identify an illustration (e.g., map, chart, photograph) that answers a question about a text. **RI.3.7.C**

Learning Progression

- a Identify illustrations with a text. **RI.3.7.LP.A**

- b Recognize the difference between illustrations and print in a text. **RI.3.7.LP.B**

- c Actively engage with maps, pictures of illustrations within an informational text **RI.3.7.LP.C**

- 8 Describe the relationships between the evidence and points an author uses throughout a text. **RI.3.8**

Complexity a

- a Describe evidence in a text that provides support for key points. **RI.3.8.A**

Complexity b

- b Identify a key point with the evidence from the text. **RI.3.8.B**

Complexity c

c Identify one key point from the text. **RI.3.8.C**

Learning Progression

a Participate in a discussion about the information in a text. **RI.3.8.LP.A**

b Listen to an informational text read aloud **RI.3.8.LP.B**

c Actively engage with objects representing evidence in an informational text. **RI.3.8.LP.C**

9 Compare and contrast the most important points and key details presented in two texts on the same topic. **RI.3.9**

Complexity a

a Describe one similarity and one difference presented in two texts on the same topic. **RI.3.9.A**

Complexity b

b Identify one similarity OR one difference presented in two texts on the same topic. **RI.3.9.B**

Complexity c

c Identify the most important point from each of the two texts. **RI.3.9.C**

Learning Progression

a Identify a key point from a text. **RI.3.9.LP.A**

b Participate in a discussion about the information in a text. **RI.3.9.LP.B**

c Listen to an informational text read aloud **RI.3.9.LP.C**

d Actively engage with objects representing key details in an informational text. **RI.3.9.LP.D**

Range of Reading and Level of Text Complexity

- 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. **RI.3.10**

Complexity a

- a** Read grade-level/ age-appropriate, accommodated history/social studies, science, and technical texts. **RI.3.10.A**

Complexity b

- b** Read gradelevel/age-appropriate, accommodated history/social studies, science, and technical texts. **RI.3.10.B**

Complexity c

- c** Read grade-level/ age-appropriate, accommodated history/social studies, science, and technical texts. **RI.3.10.C**

Learning Progression

- a** Advanced Decoding **RI.3.10.LP.A**
- b** Identify Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/. **RI.3.10.LP.B**
- c** Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns. **RI.3.10.LP.C**
- d** Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr. **RI.3.10.LP.D**
- e** Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns. **RI.3.10.LP.E**
- f** Identify the trigraphs -shr and -thr as blended phonemes used in words. **RI.3.10.LP.F**
- g** Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings. **RI.3.10.LP.G**
- h** Identify the graphemes -ge and -dge as graphemes used at the end of words. **RI.3.10.LP.H**
- i** Identify the graphemes -k and -ck as graphemes used at the end of words. **RI.3.10.LP.I**
- j** Identify words containing the phonemes /j/ and /g/ represented by grapheme g. **RI.3.10.LP.J**
- k** Identify words containing the phonemes /c/ and /s/ represented by grapheme c. **RI.3.10.LP.K**
- l** Read & Comprehend - grade level text **RI.3.10.LP.L**
- m** Answer wh- questions related to grade-level/age appropriate poems and stories. **RI.3.10.LP.M**

- n** Decode and read simple subject specific informational text. (containing only the concepts that have been directly taught below) **RI.3.10.LP.N**
- o** Basic Decoding **RI.3.10.LP.O**
- p** Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year. **RI.3.10.LP.P**
- q** Increase automatic recall of newly learned sound/symbol correspondences for the purposes of decoding and reading. **RI.3.10.LP.Q**
- r** With prompting and support decode and read CVCC, CCVCC, CCCVC, CCCVCC words within a grade-level decodable text. **RI.3.10.LP.R**
- s** Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC) **RI.3.10.LP.S**
- t** Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ & c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends & trigraphs) **RI.3.10.LP.T**
- u** With prompting and support decode and read CCVC words within a grade-level decodable text. **RI.3.10.LP.U**
- v** Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations in 4 letter words (CCVC words) **RI.3.10.LP.V**
- w** While participating in group reading activity identify and communicate key details from the text. **RI.3.10.LP.W**
- x** Decoding **RI.3.10.LP.X**
- y** With prompting and support decode and read CCVC words within a grade-level decodable text. **RI.3.10.LP.Y**
- z** Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa) **RI.3.10.LP.Z**
- aa** Decode words with threeconsonant blends. **RI.3.10.LP.AA**
- ab** Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr) **RI.3.10.LP.AB**
- ac** Decode words with two-consonant blends. **RI.3.10.LP.AC**
- ad** Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, st, lp, sr, sl,cr, cl, tr, dr, etc.) **RI.3.10.LP.AD**
- ae** Decode words with digraphs. **RI.3.10.LP.AE**
- af** Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng) **RI.3.10.LP.AF**
- ag** With prompting and support decode and read CVC words within a grade level text. **RI.3.10.LP.AG**
- ah** Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words **RI.3.10.LP.AH**

- ai** Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x) **RI.3.10.LP.AI**
 - aj** Phonological Awareness (detailed further in learning progression in Reading Foundations) **RI.3.10.LP.AJ**
 - ak** Articulate the 5 short vowel sounds **RI.3.10.LP.AK**
 - al** Break orally given word into phonemes **RI.3.10.LP.AL**
 - am** Break an orally given word into onset/first sound and rime **RI.3.10.LP.AM**
 - an** Select texts related to prior experiences. **RI.3.10.LP.AN**
 - ao** Communicate about prior experiences related to the text. **RI.3.10.LP.AO**
 - ap** Actively engage in group reading activities that activate prior knowledge related to previous life experiences. **RI.3.10.LP.AP**
 - aq** Actively participate in grade-level/ age-appropriate informational text exploration using adapted materials as needed. **RI.3.10.LP.AQ**
 - ar** Actively engage in grade-level/ age-appropriate informational text across the curriculum. **RI.3.10.LP.AR**
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Foundational Skills

Phonics and Word Recognition

- 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. **RF.3.3**

Complexity a

- a Identify and decode the most common prefixes and derivational suffixes. Decode single-syllable words. With support, read grade-appropriate irregularly spelled words. **RF.3.3.A**

Complexity b

- b Independently identify the first letter and/ or sound when orally presented with a common one-syllable word. **RF.3.3.B**

Complexity c

- c With support, decode single-syllable words. **RF.3.3.C**

Learning Progression

- a Recognize own name or familiar name in print. **RF.3.3.LP.A**

- b Match 44 phonemes to letters **RF.3.3.LP.B**

- c Say the sound(s) for each letter of the alphabet **RF.3.3.LP.C**

- d Identify short vowel sounds matched to their letters. **RF.3.3.LP.D**

- e Identify the sounds of predictable consonants **RF.3.3.LP.E**

- f manipulate sound at the phoneme level **RF.3.3.LP.F**

- g manipulate sound at the onset-rime level **RF.3.3.LP.G**

- h manipulate sound at the syllable level **RF.3.3.LP.H**

- i Actively engage with letters, sounds, and words. **RF.3.3.LP.I**

Fluency

- 4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-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. **RF.3.4**

Complexity a

- a Fluently reads a complete story in a decodable text using self-correction strategies at the student-specific instructional level for purpose and understanding. **RF.3.4.A**

Complexity b

- b Fluently reads a complete story in a decodable text at the student-specific instructional level. **RF.3.4.B**

Complexity c

- c Fluently read a 3–5 word phonetically decodable simple sentence (e.g., The dog ran fast.). **RF.3.4.C**

Learning Progression

- a Read grade-level text with fluency to support understanding. **RF.3.4.LP.A**
- b Read grade-level text orally with increased accuracy and fluency on successive readings. **RF.3.4.LP.B**
- c Decode diphthongs and vowels /aw/ and /oo/ **RF.3.4.LP.C**
- d decode digraphs ph,gh,ch **RF.3.4.LP.D**
- e Decode vowel-r combinations **RF.3.4.LP.E**
- f decode vowel teams for long vowel sounds **RF.3.4.LP.F**
- g decode VCe long vowel pattern in single syllable words **RF.3.4.LP.G**
- h decode final consonant blends with nasals: nt, nd, mp, nk **RF.3.4.LP.H**
- i decode hard and soft c and g **RF.3.4.LP.I**
- j decode -ck after a short vowel **RF.3.4.LP.J**
- k decode three consonant blends and blends with digraphs **RF.3.4.LP.K**
- l decode two consonant blends **RF.3.4.LP.L**
- m decode common consonant digraphs **RF.3.4.LP.M**
- n decode long vowel sounds associated with a single letter in open syllables and in one syllable words **RF.3.4.LP.N**
- o Decode specific common vowel teams represent long vowel sounds (e.g., ai, oa, ee). **RF.3.4.LP.O**
- p Decode words with common endings (e.g., -s, -ed, -ing). **RF.3.4.LP.P**
- q Identify irregularly spelled words that are not spelled as they sound (e.g., above, country, again). **RF.3.4.LP.Q**

- r** Demonstrate the spelling-sound correspondences during decoding [RF.3.4.LP.R](#)
 - s** Break words into syllables to support decoding multi-syllable words. [RF.3.4.LP.S](#)
 - t** Identify syllables within a printed word [RF.3.4.LP.T](#)
 - u** Orally break up a given word into syllables [RF.3.4.LP.U](#)
 - v** A word has as many syllables as it has vowel sounds. [RF.3.4.LP.V](#)
 - w** Use context to confirm or selfcorrect word recognition, rereading as necessary. [RF.3.4.LP.W](#)
 - x** Use decoding skills to self-correct, rereading word as necessary. [RF.3.4.LP.X](#)
 - y** Decode CVC words with automaticity and fluency [RF.3.4.LP.Y](#)
 - z** Decode predictable short vowels with automaticity and fluency [RF.3.4.LP.Z](#)
 - aa** Decode words by saying all sounds in the word represented by letter symbols with increasing automaticity until fluent (within 1 second) [RF.3.4.LP.AA](#)
 - ab** Stretch spoken words by individual sounds then state or select the whole word. [RF.3.4.LP.AB](#)
 - ac** Represent sound for each letter in alphabet with automaticity [RF.3.4.LP.AC](#)
 - ad** Demonstrate letter-sound knowledge with increasing automaticity [RF.3.4.LP.AD](#)
 - ae** Articulate all letter sounds accurately with increasing automaticity until fluent (each sound symbol correspondence within 1 second) [RF.3.4.LP.AE](#)
 - af** Demonstrate foundational knowledge in phonological/ phonemic awareness [RF.3.4.LP.AF](#)
 - ag** Actively participate in supported grade-level/age-appropriate, adapted texts. [RF.3.4.LP.AG](#)
 - ah** Engage during phonics lessons [RF.3.4.LP.AH](#)
 - ai** Engage during letter/sound decoding activities [RF.3.4.LP.AI](#)
 - aj** Engage with letters representing first sounds in words [RF.3.4.LP.AJ](#)
 - ak** Actively engage with letters, sounds, and words. [RF.3.4.LP.AK](#)
 - al** Note:see RL.3.10 and RI.3.10 for additional skills in this sequence. [RF.3.4.LP.AL](#)
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Writing

Text Types and Purposes

- 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., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. **W.3.1**

Complexity a

- a Compose a statement of opinion and provide at least two supporting details. **W.3.1.A**

Complexity b

- b Compose a statement of opinion and one supporting detail. **W.3.1.B**

Complexity c

- c Express an opinion on a topic. **W.3.1.C**

Learning Progression

- a Express agreement or disagreement to a given opinion. **W.3.1.LP.A**
- b Communicate personal opinions that can be translated into text. **W.3.1.LP.B**
- c Actively engage with a communication partner **W.3.1.LP.C**

- 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 to aid comprehension, if needed. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. **W.3.2**

Complexity a

- a Compose a topic sentence and generate at least two supporting details sentences. **W.3.2.A**

Complexity b

- b Compose a topic sentence and generate one factual sentence about the topic. **W.3.2.B**

Complexity c

- c Compose an informative or explanatory sentence. **W.3.2.C**

Learning Progression

- a Compose a sentence using a sentence frame. **W.3.2.LP.A**
- b Capitalize the first letter of the first word of a sentence. **W.3.2.LP.B**
- c Use punctuation. **W.3.2.LP.C**
- d Identify a topic. **W.3.2.LP.D**
- e Identify the parts of a simple sentence **W.3.2.LP.E**
- f Communicate to explain something using facts and details **W.3.2.LP.F**

g Communicate personal information that can be translated into text. **W.3.2.LP.G**

h Actively engage with a communication partner **W.3.2.LP.H**

- 3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a.Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally. b.Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c.Use temporal words and phrases to signal event order. d.Provide a sense of closure. **W.3.3**

Complexity a

a Compose a personal or imagined story that includes a beginning, middle, and end and characters, settings, and events. **W.3.3.A**

Complexity b

b Compose a personal or imagined story that includes a beginning, middle, and end. **W.3.3.B**

Complexity c

c Compose a personal or imagined story. **W.3.3.C**

Learning Progression

a Communicate imagined experiences that can be translated into text. **W.3.3.LP.A**

b Identify an imagined event **W.3.3.LP.B**

c Communicate personal experiences that can be translated into text. **W.3.3.LP.C**

d Identify a personal event. **W.3.3.LP.D**

e Actively engage with a communication partner **W.3.3.LP.E**

Production and Distribution of Writing

- 4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **W.3.4**

Complexity a

- a With guidance and support from adults, compose a topic sentence with two or more supporting detail sentences specific to a task and purpose. **W.3.4.A**

Complexity b

- b With guidance and support from adults, produce a topic sentence for a task or purpose. **W.3.4.B**

Complexity c

- c With guidance and support from adults, produce ideas for writing a text specific to a task and purpose. **W.3.4.C**

Learning Progression

- a Communicate meaning that can be translated into text. **W.3.4.LP.A**
- b Communicate about a specific topic **W.3.4.LP.B**
- c Actively engage with a communication partner **W.3.4.LP.C**

- 5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **W.3.5**

Complexity a

- a With guidance and support from peers and adults, develop and strengthen accommodated writing as needed by planning, revising, and editing. **W.3.5.A**

Complexity b

- b With guidance and support from peers and adults, develop and strengthen accommodated writing as needed by planning, revising, and editing. **W.3.5.B**

Complexity c

- c With guidance and support, edit writing for beginning capitalization and ending punctuation. **W.3.5.C**

Learning Progression

- a Communicate meaning that can be translated into text. **W.3.5.LP.A**
- b Identify the first word of a sentence. **W.3.5.LP.B**
- c identify the last word of a sentence **W.3.5.LP.C**
- d Communicate about a specific topic **W.3.5.LP.D**
- e Actively engage with a communication partner **W.3.5.LP.E**

- 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. **W.3.6**

Complexity a

- a With guidance and support from adults, use technology to produce and publish accommodated writing (using keyboarding skills). [W.3.6.A](#)

Complexity b

- b With guidance and support from adults, use technology to produce and publish accommodated writing (using keyboarding skills). [W.3.6.B](#)

Complexity c

- c With guidance and support from adults, use technology to produce and publish accommodated writing (using keyboarding skills). [W.3.6.C](#)

Learning Progression

- a Interact with technology to communicate meaning [W.3.6.LP.A](#)
- b Interact with technology [W.3.6.LP.B](#)
- c Engage with technology tools used for communication and/or writing. [W.3.6.LP.C](#)

Research to Build and Present Knowledge

7 Conduct short research projects that build knowledge about a topic. **W.3.7**

Complexity a

- a** Use multiple source to identify at least three facts about a topic. **W.3.7.A**

Complexity b

- b** Use multiple sources to identify a fact about a topic. **W.3.7.B**

Complexity c

- c** Select multiple sources that provide information on a given topic. **W.3.7.C**

Learning Progression

- a** Select a source that provides information on a given topic. **W.3.7.LP.A**

- b** Identify sources of information for research. **W.3.7.LP.B**

- c** Communicate about a topic of interest. **W.3.7.LP.C**

- d** Engage with object or pictures representing potential topics of interest. **W.3.7.LP.D**

- e** Actively engage with a communication partner **W.3.7.LP.E**

8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **W.3.8**

Complexity a

- a** Recall information from personal experiences, select information from print or digital sources, and organize it into provided categories. **W.3.8.A**

Complexity b

- b** Select information from print or digital sources and organize it into provided categories. **W.3.8.B**

Complexity c

- c** Sort provided evidence into provided categories (i.e., food, habitat, clothing, etc.). **W.3.8.C**

Learning Progression

- a** Recall/communicate information that can be translated into notes. **W.3.8.LP.A**

- b** Select evidence that matches a provided category. **W.3.8.LP.B**

- c** Communicate about a prior experience **W.3.8.LP.C**

- d** Actively engage with a communication partner **W.3.8.LP.D**

9 (Begins in Grade 4) **W.3.9**

Range of Writing

- 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. **W.3.10**

Complexity a

- a** 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. **W.3.10.A**

Complexity b

- b** Compile routine writing over shorter time frames (a single sitting or a day or two) on a single topic or purpose into a larger project that spans over an extended time frame for a range of discipline-specific tasks or purposes. **W.3.10.B**

Complexity c

- c** Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks. **W.3.10.C**

Learning Progression

- a** Extend writing stamina over time. **W.3.10.LP.A**
- b** Translate thoughts and communications into writing. **W.3.10.LP.B**
- c** Encode/spell words during writing using letter/sound knowledge below. **W.3.10.LP.C**
- d** Identify and write Schwa in graphemes such as -ough representing the schwa phoneme short /u/ and -eigh representing the schwa phoneme long /a/. **W.3.10.LP.D**
- e** Demonstrate knowledge of the graphemes -rh, -gh, -mb, -mn, -kn, -gn, and -wr by building words that include these letter patterns. **W.3.10.LP.E**
- f** Identify words containing phonemes represented by graphemes with silent letter patterns such as: -rh, -gh, -mb, -mn, -kn, -gn, and -wr. **W.3.10.LP.F**
- g** Demonstrate knowledge of the trigraphs -shr and -thr by building words that include these letter patterns. **W.3.10.LP.G**
- h** Identify the trigraphs -shr and -thr as blended phonemes used in words. **W.3.10.LP.H**
- i** Demonstrate knowledge of the /j/ phoneme represented by the graphemes -ge and -dge by building words that include the -ge and -dge endings. **W.3.10.LP.I**
- j** Identify the graphemes -ge and -dge as graphemes used at the end of words. **W.3.10.LP.J**
- k** Identify the graphemes -k and -ck as graphemes used at the end of words. **W.3.10.LP.K**

- l** Identify words containing the phonemes /j/ and /g/ represented by grapheme g. [W.3.10.LP.L](#)
- m** Identify words containing the phonemes /c/ and /s/ represented by grapheme c. [W.3.10.LP.M](#)
- n** Answer wh- questions related to grade-level/age appropriate text for the purpose of writing [W.3.10.LP.N](#)
- o** Encoding [W.3.10.LP.O](#)
- p** Increase automatic recall of high frequency words - building the number of sight word recall from beginning to end of year. [W.3.10.LP.P](#)
- q** Increase automatic recall of newly learned sound/symbol correspondences for the purposes of encoding and writing. [W.3.10.LP.Q](#)
- r** Demonstrate knowledge of 26 letter sounds by building 3-6 letter sound combinations in 4-6 letter words. (CVCC (floss rule), CCVCC, CCCVC, CCCVCC) [W.3.10.LP.R](#)
- s** Demonstrate knowledge of 26 letter sounds by building CVCC (includes: floss rule, blends), CCVCC (includes: g /j/ & c /s/ onsets), CCCVC, CCCVCC (includes: beginning blends & trigraphs) [W.3.10.LP.S](#)
- t** Demonstrate knowledge of 26 letter sounds by building 3-4 letter sound combinations/4 letter words (CCVC words) (V also includes ee, ea, ai, ay, oa) [W.3.10.LP.T](#)
- u** Build words with three-consonant blends. [W.3.10.LP.U](#)
- v** Demonstrate knowledge of 26 letter sounds by combining 3 consonant sounds into consonant blends (squ, str, scr, thr, shr) [W.3.10.LP.V](#)
- w** Build words with two-consonant blends. [W.3.10.LP.W](#)
- x** Demonstrate knowledge of 26 letter sounds by combining 2 consonant sounds into consonant blends (qu, st, sm, sn, sl, sr, sl,cr, cl, tr, dr, etc.) [W.3.10.LP.X](#)
- y** Build/encode words with digraphs. [W.3.10.LP.Y](#)
- z** Combine 2 consonants that make one sound. (i.e., sh, ch, wh, th, ng) [W.3.10.LP.Z](#)
- aa** Demonstrate knowledge of 26 letter sounds by building 3 letter sound combinations/3 letter words (CVC words) [W.3.10.LP.AA](#)
- ab** Demonstrate knowledge of 26 letter sounds by building 2 letter sound combinations in 2 letter words [W.3.10.LP.AB](#)
- ac** Match 26 letters to most common sounds (Predictable consonants: m, s, t, l, p, f, c, /k/, rr, b, r, j, k, v, g, /g/, w, d, h, y, z, x) [W.3.10.LP.AC](#)
- ad** Phonological Awareness (detailed further in learning progression in Reading Foundations) [W.3.10.LP.AD](#)
- ae** Articulate the 5 short vowel sounds [W.3.10.LP.AE](#)
- af** Break orally given word into phonemes [W.3.10.LP.AF](#)

- ag Break an orally given word into onset/first sound and rime [W.3.10.LP.AG](#)
 - ah Break an orally given word into syllables [W.3.10.LP.AH](#)
 - ai Communicate about prior experiences related to a topic. [W.3.10.LP.AI](#)
 - aj Actively engage in group writing activities that activate prior knowledge related to previous life experiences. [W.3.10.LP.AJ](#)
 - ak Actively participate in grade-level/ age-appropriate writing activities using adapted materials as needed. [W.3.10.LP.AK](#)
 - al Engage in communication for writing [W.3.10.LP.AL](#)
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Speaking and Listening

Comprehension and Collaboration

- 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, 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. 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). 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. **SL.3.1**

Complexity a

- a Engage in discussions with others by asking and answering questions by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.) on grade 3 topics and texts. **SL.3.1.A**

Complexity b

- b Engage in discussions with others by answering questions and by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.) on grade 3 topics and texts. **SL.3.1.B**

Complexity c

- c Engage in discussions with others by following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.) on grade 3 topics and texts. **SL.3.1.C**

Learning Progression

- a Communicate with others. **SL.3.1.LP.A**
- b Demonstrate rules for discussion (i.e.: personal space, eye contact, voice volume, body language, etc.) **SL.3.1.LP.B**
- c Identify rules for discussion. **SL.3.1.LP.C**
- d Engage with communication partner. **SL.3.1.LP.D**

- 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. **SL.3.2**

Complexity a

- a Identify the main idea and details from text read aloud or information presented orally or visually. **SL.3.2.A**

Complexity b

- b Identify the main idea and one supporting detail from text read aloud or information presented orally or visually. **SL.3.2.B**

Complexity c

- c Identify the main idea from text read aloud or information presented orally. **SL.3.2.C**

Learning Progression

- a Identify information from text presented orally and visually. [SL.3.2.LP.A](#)
- b Engage as text is read aloud [SL.3.2.LP.B](#)
- c Engage during media presentations [SL.3.2.LP.C](#)

- 3 Ask and answer questions about information presented by a speaker, offering appropriate elaboration and detail. [SL.3.3](#)

Complexity a

- a Ask and answer a question about information presented by a speaker, offering an appropriate detail. [SL.3.3.A](#)

Complexity b

- b Ask a question related to the information presented by a speaker. [SL.3.3.B](#)

Complexity c

- c Answer a question about information presented by a speaker. [SL.3.3.C](#)

Learning Progression

- a Identify information presented by a speaker. [SL.3.3.LP.A](#)
- b Identify the speaker. [SL.3.3.LP.B](#)
- c Demonstrate engagement while listening to a speaker [SL.3.3.LP.C](#)

Presentation of Knowledge and Ideas

- 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. **SL.3.4**

Complexity a

- a Clearly communicate a fact about a topic or story. **SL.3.4.A**

Complexity b

- b Clearly communicate information about a personal experience or specific event. **SL.3.4.B**

Complexity c

- c Communicate information clearly. **SL.3.4.C**

Learning Progression

- a Clearly speak about a topic in an organized manner. **SL.3.4.LP.A**

- b Speak slowly and articulately. **SL.3.4.LP.B**

- c Communicate information specific to a topic or text. **SL.3.4.LP.C**

- d Recount an experience. **SL.3.4.LP.D**

- e Engage with a communication partner. **SL.3.4.LP.E**

- 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.3.5**

Complexity a

- a Create audio recordings of stories or poems and include a visual component. **SL.3.5.A**

Complexity b

- b Create audio recordings of stories or poems. **SL.3.5.B**

Complexity c

- c Select a multimedia or visual component pertinent to a presentation. **SL.3.5.C**

Learning Progression

- a Read with automaticity and fluency (see foundational skill development in standards RL.3.10, RI.3.10, RF.3.3 and RF.3.4) **SL.3.5.LP.A**

- b Actively engage with multimedia tools. **SL.3.5.LP.B**

- 6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **SL.3.6**

Complexity a

- a Engage in conversations by communicating information in complete sentences. **SL.3.6.A**

Complexity b

b Communicate information by speaking in a complete sentence. [SL.3.6.B](#)

Complexity c

c Communicate to share information. [SL.3.6.C](#)

Learning Progression

a Communicate with others. [SL.3.6.LP.A](#)

b Engage with a communication partner. [SL.3.6.LP.B](#)

Language

Conventions of Standard English

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. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). 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.3.1](#)

Complexity a

a Produce simple and compound sentences containing correct noun (concrete or abstract) and verb agreement using simple verb tenses. [L.3.1.A](#)

Complexity b

b Produce a sentence using a noun, verb, and adjective or adverb when writing or speaking. [L.3.1.B](#)

Complexity c

c Produce a simple sentence using a noun and verb when writing or speaking. [L.3.1.C](#)

Learning Progression

a Communicate using words, phrases or sentences during a writing or speaking activity. [L.3.1.LP.A](#)

b Identify a noun [L.3.1.LP.B](#)

c Identify a verb [L.3.1.LP.C](#)

d Actively engage during a writing or speaking activity. [L.3.1.LP.D](#)

Knowledge of Language

- 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English. **L.3.3**

Complexity a

- a** Communicate ideas and information effectively by speaking or writing in simple sentences. **L.3.3.A**

Complexity b

- b** Communicate ideas and information effectively by speaking or writing. **L.3.3.B**

Complexity c

- c** Communicate an idea effectively. **L.3.3.C**

Learning Progression

- a** Recognize spelling patterns in words to encode words for writing to capture thoughts and communications print (see foundational skill development for writing in standards W.3.10) **L.3.3.LP.A**
- b** Identify ending punctuation. **L.3.3.LP.B**
- c** Identify sentences. **L.3.3.LP.C**
- d** Recognize the difference between capital and lowercase letters. **L.3.3.LP.D**
- e** Name all 26 letters in the alphabet. **L.3.3.LP.E**
- f** Recognize letters vs. numbers. **L.3.3.LP.F**
- g** Actively engage during a writing activity. **L.3.3.LP.G**

Vocabulary Acquisition and Use

- 4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. 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., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/ preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **L.3.4**

Complexity a

- a Identify the meaning of a word or phrase based on how it is used. **L.3.4.A**

Complexity b

- b Identify a word to its correct meaning based on how it is used. **L.3.4.B**

Complexity c

- c Select a picture or object that matches the meaning of a word. **L.3.4.C**

Learning Progression

- a Identify a picture or object that matches the meaning of a word **L.3.4.LP.A**
- b Identify word origin of unknown word using dictionary resources **L.3.4.LP.B**
- c Identify prefixes, suffixes within unknown word **L.3.4.LP.C**
- d Identify morphemes within unknown word **L.3.4.LP.D**
- e Identify the root word within an unknown word **L.3.4.LP.E**
- f Identify syllables within an unknown word **L.3.4.LP.F**
- g Recognize alphabetical order **L.3.4.LP.G**
- h Actively engage in word study **L.3.4.LP.H**
- i Engage in the sharing of grade-level text containing unknown words **L.3.4.LP.I**

- 5 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). **L.3.5**

Complexity a

- a Identify shades of meaning between words. **L.3.5.A**

Complexity b

- b Recognize when the meaning of a word or phrase in a text is not to be understood literally. **L.3.5.B**

Complexity c

- c Use pictures to identify real-life connections between words and their uses (e.g., a picture of a friendly person, a helpful person, etc.). L.3.5.C

Learning Progression

- a Select a picture or object that matches a word L.3.5.LP.A
- b Actively engage in word study. L.3.5.LP.B

- 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.). L.3.6

Complexity a

- a Communicate using grade-level/ age-appropriate conversational or content-specific words or phrases (temporal). L.3.6.A

Complexity b

- b Use gradelevel/age-appropriate words when engaging in a conversation with others. L.3.6.B

Complexity c

- c Communicate using a grade-level vocabulary word. L.3.6.C

Learning Progression

- a Identify grade-level, domain specific, vocabulary L.3.6.LP.A
- b Actively engage in grade-level learning across the curriculum, including vocabulary study. L.3.6.LP.B