

Grade 3

Participate cooperatively in group activities. 3.1

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With guidance and support students can:

a Engage in collaborative discussions (EE.SL.3.1). 3.1.A

- i Engage in collaborative interactions about texts (EE.SL.3.1a). 3.1.A.I
- ii Listen to others' ideas before responding (EE.SL.3.1b). 3.1.A.II
- iii Indicate confusion or lack of understanding about information presented (EE.SL.3.1c). 3.1.A.III
- iv Express ideas clearly. 3.1.A.IV

b Identify details in a text read aloud or information presented orally or through other media (EE.SL.3.2). 3.1.B

c Ask or answer questions about the details provided by the speaker (EE.SL.3.3). 3.1.C

Communicate using appropriate language in informal and formal situations. 3.2

2 Communicate using appropriate language in informal and formal situations. 3.2

With guidance and support students can:

a Recount a personal experience, story, or topic including details (EE.SL.3.4). 3.2.A

b Communicate a message using contextual language in informal and formal situations. 3.2.B

c Express ideas clearly using appropriate volume, pitch, symbols, pictures, or other communication modalities to match the purpose and audience. 3.2.C

d Organize information about a personal experience or specific event in sequential order. 3.2.D

e Create presentations of stories or poems using a variety of communication modalities. 3.2.E

f Communicate complete sentences when appropriate to task and situation using a variety of communication modalities. 3.2.F

Apply strategies to fluently read and comprehend various literary texts. 3.3

With guidance and support students can:

3 Apply strategies to fluently read and comprehend various literary texts. 3.3

a Answer who and what questions to demonstrate understanding of details in a text (EE.RL.3.1). 3.3.A

- i Associate details with events in stories from diverse cultures (EE.RL.3.2). 3.3.A.I
 - ii Identify the feelings of characters in a story (EE.RL.3.3). 3.3.A.II
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b Determine words and phrases that complete literal sentences in a text (EE.RL.3.4). 3.3.B

- i Determine the beginning, middle, and end of a familiar story with a logical order (EE.RL.3.5). 3.3.B.I
 - ii Identify personal point of view about a text (EE.RL.3.6). 3.3.B.II
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c Identify parts of illustrations or factual information that depict a particular setting, or event (EE.RL.3.7). 3.3.C

- i Identify common elements in two stories in a series (EE.RL.3.9) 3.3.C.I
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d Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry (EE.RL.3.10). 3.3.D

e Read targeted words with accuracy. 3.3.E

- i Read grade level or adapted text with accuracy. 3.3.E.I
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Apply strategies to fluently read and comprehend various informational texts. 3.4

With guidance and support students can:

4 Apply strategies to fluently read and comprehend various informational texts. 3.4

a Answer who and what questions to demonstrate understanding of details in a text (EE.RI.3.1). 3.4.A

- i Identify details in a text (EE.RI.3.2). 3.4.A.I
 - ii Order two events from a text as “first” and “next” (EE.RI.3.3). 3.4.A.II
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b Determine words and phrases that complete literal sentences in a text (EE.RI.3.4). 3.4.B

- i Use text features including headings and key words to locate information in a text (EE.RI.3.5). 3.4.B.I
- ii Identify personal point of view about a text (EE.RI.3.6). 3.4.B.II

c Use information gained from visual elements and words in the text to answer explicit who and what questions (EE.RI.3.7). 3.4.C

- i Identify two related points the author makes in an informational text (EE.RI.3.8). 3.4.C.I
- ii Identify similarities between two texts on the same topic (EE.RI.3.9). 3.4.C.II

d Demonstrate understanding of text while actively engaged in shared reading or history/social studies, science, and technical texts (EE.RI.3.10). 3.4.D

Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary. 3.5

5 Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary. 3.5

With guidance and support students can:

a Use letter-sound knowledge to read words (EE.RF.3.3). 3.5.A

- i In context, demonstrate basic knowledge of letter-sound correspondences (EE.RF.3.3a). 3.5.A.I
- ii With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes) (EE.RF.3.3b). 3.5.A.II
- iii Recognize 40 or more written words (EE.RF.3.3d). 3.5.A.III

b Read words in text (EE.RF.3.4). 3.5.B

- i Read familiar text comprised of known words (EE.RF.3.4a). 3.5.B.I
- ii Use context to determine missing words in familiar texts (EE.RF.3.4c). 3.5.B.II

c Demonstrate knowledge of word meanings (EE.L.3.4). 3.5.C

- i Use sentence level context to determine what word is missing from a sentence read aloud (EE.L.3.4a). 3.5.C.I
- ii Identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs (EE.L.3.4b). 3.5.C.II
- iii Use a variety of general and domain specific vocabulary (adapted from L.3.4d). 3.5.C.III

d Demonstrate understanding of word relationships and use (EE.L.3.5). 3.5.D

- i Determine the literal meaning of words and phrases in context (EE.L.3.5a). 3.5.D.I
- ii Identify real-life connections between words and their use (e.g., happy: “I am happy.”) (EE.L.3.5b). 3.5.D.II
- iii Identify words that describe personal emotional states (EE.L.3.5c). 3.5.D.III

e Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later) (EE.L.3.6). 3.5.E

Write opinion pieces on topics or texts, supporting a point of view with reasons. 3.6

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With guidance and support students can:

a Write opinions about topics or text (EE.W.3.1). 3.6.A

i Select text and write an opinion about it (EE.W.3.1a). 3.6.A.I

b Write one reason to support an opinion about a text (EE.W.3.1b). 3.6.B

c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. 3.6.C

d Provide a concluding statement to summarize the information presented. 3.6.D

Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement. 3.7

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With guidance and support students can:

a Write to share information supported by details (EE.W.3.2). 3.7.A

i Select a topic and write about it including one fact or detail (EE.W.3.2a). 3.7.A.I

b Compose a topic sentence and generate one factual sentence about the topic. 3.7.B

c Use a linking word or phrase (e.g., also, another, and, more, but) to connect ideas. 3.7.C

d Provide a concluding statement or sentence for an informational/explanatory text. 3.7.D

Write real or imagined narratives that use descriptive details, have a clear sequence of events, and provide closure. 3.8

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With guidance and support students can:

- a Write about events or personal experiences (EE.W.3.3). 3.8.A**
 - i Select an event or personal experience and write about it including the names of people involved. 3.8.A.I

- b Use dialogue and descriptions of actions, thoughts and feelings to develop a story. 3.8.B**

- c Use transitional words (e.g., first, next, then) when writing about a series of events. 3.8.C**

- d Provide a concluding statement or sentence in a narrative. 3.8.D**

Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling. 3.9

- 9 Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling. 3.9**

With guidance and support students can:

- a Demonstrate standard English grammar and usage when communicating (EE.L.3.1). 3.9.A**
 - i Use noun + verb, noun + adjective, and subject + verb + object combinations in communication (EE.L.3.1a). 3.9.A.I
 - ii Use regular plural nouns in communication (EE.L.3.1b). 3.9.A.II
 - iii Use present and past tense verbs (EE.L.3.1d). 3.9.A.III
 - iv Use common adjectives (EE.L.3.1g). 3.9.A.IV
 - v Ask simple questions (EE.L.3.11). 3.9.A.V

- b Demonstrate understanding of conventions of standard English (EE.L.3.2). 3.9.B**
 - i Capitalize the first letter of familiar names (EE.L.3.2a). 3.9.B.I
 - ii During shared writing, indicate the need to add a period at the end of a sentence (EE.L.3.2b). 3.9.B.II
 - iii Use resources as needed to spell common high-frequency words accurately (EE.L.3.2e). 3.9.B.III
 - iv Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling patterns (EE.L.3.2f). 3.9.B.IV
 - v Consult print in the environment to support reading and spelling (EE.L.3.2g). 3.9.B.V

- c Use language to achieve desired outcomes when communicating (EE.L.3.3). 3.9.C**
 - i Use language to make simple requests, comment, or share information (EE.L.3.3a). 3.9.C.I

d Produce writing that expresses more than one idea (EE.W.3.4). 3.9.D

e Revise own writing (EE.W.5). 3.9.E

f Use technology to produce writing while interacting and collaborating with others (EE.W.6). 3.9.F

g Write routinely for a variety of tasks, purposes, and audiences (EE.W.10). 3.9.G

Gather, interpret, and communicate information discovered during short research projects. 3.10

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With guidance and support students can:

a Identify information about a topic for a research project (EE.W.3.7). 3.10.A

b Interpret and communicate the information learned by developing a summary statement and at least one detail. 3.10.B

c Develop supporting visual information (e.g., charts, maps, illustrations, models). 3.10.C

d Present a brief report of research findings to an audience. 3.10.D

e Sort information on a topic or personal experience into two provided categories and write about each one (EE.W.3.8). 3.10.E