

Grade 3

Participate cooperatively in group activities. 3.1

1 Participate cooperatively in group activities. 3.1

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

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- 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
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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
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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
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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.3.1i). 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
