Georgia English Language Arts

Grade 3

Foundations (F) Students build a foundation for achieving dynamic literacy practices to aid reading comprehension. 3.F

I **Phonological Awareness This big idea only applies to the K-2 grade band.** 3.F.PA

II **Concepts of Print This big idea only applies to the K-2 grade band.** 3.F.CP

III **Phonics Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.** 3.F.P

1 Phoneme-Grapheme Correspondences This standard only applies to the K-2 grade band. 3.F.P.1

2 Decoding with Phonics This standard only applies to the K-2 grade band. 3.F.P.2

3 Encoding with Phonics This standard only applies to the K-2 grade band. 3.F.P.3

4 Decoding & Encoding with Phonics Use knowledge of phonics to decode and encode grade-level words. 3.F.P.4

a Decode and encode words with graphemes that represent multiple letter-sound correspondences. 3.F.P.4.A

b Decode and encode single-syllable and multisyllabic words of all syllable types. 3.F.P.4.B

c Decode and encode words with common prefixes and suffixes. 3.F.P.4.C

IV **Fluency Students read texts aloud or silently with speed, accuracy, and expression.** 3.F.F

1 Oral & Silent Reading Fluency Demonstrate oral and silent reading fluency to read grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension. 3.F.F.1

a Increase sight word vocabulary by reading regularly and irregularly spelled words in isolation and context with accuracy and automaticity. 3.F.F.1.A

b Read a variety of unfamiliar grade-level texts with increasing accuracy. 3.F.F.1.B

c Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension. 3.F.F.1.C

d Self-correct while reading grade-level text (silently or aloud) to aid comprehension and fluency, rereading as necessary. 3.F.F.1.D

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V **Handwriting Students develop handwriting skills in cursive.** 3.F.H

1 Motor Skills & Letter/Word Formation This progression ends in 2nd grade. 3.F.H.1

2 Transcription & Handwriting Fluency This progression ends in 2nd grade. 3.F.H.2

3 Read Cursive Read texts written in cursive. 3.F.H.3

- a Read phrases and sentences written in cursive. 3.F.H.3.A

4 Write Cursive Use fine motor skills to form legible letters and words in cursive. 3.F.H.4

- a Practice forming cursive letters and connectors in words. 3.F.H.4.A
- b Use appropriate spacing between cursive words in a sentence. 3.F.H.4.B

Practices (P) Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains. 3.P

I **Engagement & Intention for Comprehension & Composition Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.** 3.P.EICC

1 Reader & Writer Identity Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts. 3.P.EICC.1

- a Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate. (I/C) 3.P.EICC.1.A
- b Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most. (I/C) 3.P.EICC.1.B
- c Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics. (I/C) 3.P.EICC.1.C
- d Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts. (I/C) 3.P.EICC.1.D
- e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. (I/C) 3.P.EICC.1.E
- f Develop independence and autonomy as a reader and writer. (I/C) 3.P.EICC.1.F

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2 Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts. 3.P.EICC.2

- a Share real or imagined experiences by interpreting and constructing texts that tell or include stories. (I/C) 3.P.EICC.2.A
- b Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas. (I/C) 3.P.EICC.2.B
- c Explain and learn concepts and processes by interpreting and constructing texts. (I/C) 3.P.EICC.2.C
- d Interpret and construct texts to aid the analysis and evaluation of texts and ideas. (I/C) 3.P.EICC.2.D
- e Consume and produce texts in order to solve problems or influence decisions. (I/C) 3.P.EICC.2.E

3 Comprehension Strategies Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process. 3.P.EICC.3

- a Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed. (I) 3.P.EICC.3.A
- b Scan and skim the text, making note of structures and sections that might be most useful. (I) 3.P.EICC.3.B
- c Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate. (I) 3.P.EICC.3.C
- d Summarize and visualize sections of the text to maintain understanding. (I) 3.P.EICC.3.D
- e Make and track predictions about the events and information likely to come next. (I) 3.P.EICC.3.E
- f Make, track, and support inferences about different levels of meaning within the text. (I) 3.P.EICC.3.F
- g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. (I) 3.P.EICC.3.G

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4 Writing Processes Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts. 3.P.EICC.4

- a Establish a purpose and goals for writing and identify a target audience. (C) 3.P.EICC.4.A
- b Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C) 3.P.EICC.4.B
- c Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C) 3.P.EICC.4.C
- d Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C) 3.P.EICC.4.D
- e Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C) 3.P.EICC.4.E
- f Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. (C) 3.P.EICC.4.F
- g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. (C) 3.P.EICC.4.G
- h Edit the text, ensuring it adheres to the conventions of written language. (C) 3.P.EICC.4.H

II **Situating Texts Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.** 3.P.ST

1 Context Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. 3.P.ST.1

- a Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. (I/C) 3.P.ST.1.A
- b Consider how context impacts the purposes of the author and the audience. (I/C) 3.P.ST.1.B
- c Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts. (I/C) 3.P.ST.1.C

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2 Author, Audience, & Purpose Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text's purpose. 3.P.ST.2

a Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. (I/C) 3.P.ST.2.A

b Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts. (I/C) 3.P.ST.2.B

c Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful. (I/C) 3.P.ST.2.C

III **Author's Craft Students apply knowledge of author's craft to enhance the interpretation and construction of texts.** 3.P.AC

1 Reading like a Writer Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text. 3.P.AC.1

a Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C) 3.P.AC.1.A

b Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose. (I/C) 3.P.AC.1.B

c Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose. (I/C) 3.P.AC.1.C

d Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose. (I/C) 3.P.AC.1.D

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2 Writing like a Reader Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose. 3.P.AC.2

a Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (I/C) 3.P.AC.2.A

b Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. (I/C) 3.P.AC.2.B

c Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. (I/C) 3.P.AC.2.C

d Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. (I/C) 3.P.AC.2.D

3 Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres. 3.P.AC.3

a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. (I/C) 3.P.AC.3.A

b Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. (I/C) 3.P.AC.3.B

c Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C) 3.P.AC.3.C

d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. (I/C) 3.P.AC.3.D

IV **Collaboration & Presentation Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.** 3.P.CP

1 Collaboration Collaborate with others to accomplish shared goals and projects. 3.P.CP.1

a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C) 3.P.CP.1.A

b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. (I/C) 3.P.CP.1.B

c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C) 3.P.CP.1.C

d Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C) 3.P.CP.1.D

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2 Presentation Use presentation skills to tailor communication to target audiences for specific purposes. 3.P.CP.2

a Communicate clearly to present ideas, information, and texts. (I/C) 3.P.CP.2.A

b Integrate modes and genres most appropriate to purpose and audience. (I/C) 3.P.CP.2.B

c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C) 3.P.CP.2.C

d Engage in dialogue with audiences by asking and answering questions. (I/C) 3.P.CP.2.D

e Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level. (I/C) 3.P.CP.2.E

Language (L) Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. 3.L

I **Grammar Conventions Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.** 3.L.GC

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1 Grammar, Usage, & Mechanics Learn and apply conventions of Standard English grammar, usage, and mechanics to aid the comprehension and analysis of texts and to communicate clearly and precisely in written and spoken language. 3.L.GC.1

18 Mechanics: Use apostrophes to form contractions and singular possessive nouns. (Master) 3.L.GC.1.18

19 Grammar: Form and use irregular plural nouns. (Master) 3.L.GC.1.19

20 Grammar: Form and use the past tense of irregular verbs. (Master) 3.L.GC.1.20

21 Grammar: Use coordinating conjunctions to join words, phrases, or clauses. (Master) 3.L.GC.1.21

23 Grammar: Use collective and abstract nouns. (Master) 3.L.GC.1.23

24 Grammar: Use reflexive pronouns. (Master) 3.L.GC.1.24

25 Mechanics: Use commas with coordinating conjunctions to join independent clauses. (Master) 3.L.GC.1.25

26 Mechanics: Use hyphens to divide words at line breaks. (Master) 3.L.GC.1.26

27 Grammar: Form and use prepositional phrases. (Continue) 3.L.GC.1.27

28 Grammar: Form and use comparative and superlative adjectives and adverbs. (Continue) 3.L.GC.1.28

29 Usage: Ensure pronoun-antecedent agreement. (Continue) 3.L.GC.1.29

30 Mechanics: Recognize and use conventional capitalization, quotation marks, and commas to indicate exact words and dialogue. (Continue) 3.L.GC.1.30

31 Grammar: Use relative pronouns and relative adverbs. (Introduce) 3.L.GC.1.31

32 Grammar: Use interjections. (Introduce) 3.L.GC.1.32

33 Grammar: Use helping and linking verbs. (Introduce) 3.L.GC.1.33

34 Usage: Correctly use frequently confused words (e.g., to/too/two; there/their/they're; advice/advise). (Introduce) 3.L.GC.1.34

35 Mechanics: Recognize and use conventional capitalization in abbreviations, proper adjectives, and formal titles. (Introduce) 3.L.GC.1.35

36 Mechanics: Use commas to indicate direct address and to set off the words yes and no. (Introduce) 3.L.GC.1.36

37 Mechanics: Use apostrophes to form plural possessive nouns. (Introduce) 3.L.GC.1.37

38 Grammar: Use indefinite pronouns, ensuring correct agreement. (Introduce) 3.L.GC.1.38

39 Grammar: Use subordinating conjunctions to join clauses. (Introduce) 3.L.GC.1.39

40 Mechanics: Use commas after introductory phrases or clauses. (Introduce) 3.L.GC.1.40

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41 Mechanics: Use conventional capitalization and underlining, quotation marks, or italics to indicate titles of works. (Introduce) 3.L.GC.1.41

2 Syntax Apply understandings of sentence structure to comprehend and compose varied sentences. 3.L.GC.2

a Distinguish between correctly structured simple, compound, and complex sentences. (I) 3.L.GC.2.A

b Use a variety of simple, compound, and complex sentences to strengthen clarity and coherence, establishing consistent verb tense within and between sentences. (C) 3.L.GC.2.B

c Use correct subject-verb agreement in a variety of sentences. (C) 3.L.GC.2.C

d Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning. (C) 3.L.GC.2.D

e This progression begins in 9th grade. 3.L.GC.2.E

II **Vocabulary Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.** 3.L.V

1 General, Academic, & Specialized Vocabulary Acquire and use general, academic, and specialized vocabulary words and phrases with precision in a variety of settings. 3.L.V.1

a Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content. (I) 3.L.V.1.A

b Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings. (C) 3.L.V.1.B

2 Word Analysis Acquire and apply word analysis skills to determine the meanings of words and to communicate with precision in a variety of settings. 3.L.V.2

a Deconstruct words using common roots, root words, and affixes to determine meaning. (I) 3.L.V.2.A

b Identify affixes associated with specific parts of speech (e.g., ly is commonly used with adverbs) to aid comprehension. (I) 3.L.V.2.B

c Construct words using common roots, root words, and affixes. (C) 3.L.V.2.C

d This progression begins in 6th grade. 3.L.V.2.D

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3 Meaning & Purpose Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes. 3.L.V.3

a Use context (e.g., images and graphs) within and beyond a sentence to determine or clarify the meaning of unknown words and multiple-meaning words and phrases. (I) 3.L.V.3.A

b Identify homophones and homographs and use the relationship between synonyms and antonyms to clarify word meanings. (I) 3.L.V.3.B

c Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (I) 3.L.V.3.C

d Use glossaries or beginning dictionaries, both print and digital, to check spelling and to determine or clarify the precise meaning of words and phrases. (I) 3.L.V.3.D

e Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing. (C) 3.L.V.3.E

Texts (T) Students grow in their learning as they purposefully engage with texts. 3.T

I **Context Students describe the influences of purpose and audience on texts.** 3.T.C

1 Purpose & Audience Use knowledge of purposes and audiences, as well as the language that develops those relationships, to make meaning of texts in multiple modes. 3.T.C.1

a Determine the purpose (e.g., entertain, inform, persuade) and target audience of a text. (I) 3.T.C.1.A

b Determine common text features of print, digital, auditory, spoken, and visual modes and describe how they contribute to the overall purpose and effect. (I) 3.T.C.1.B

c Create multimodal texts, using features of pre-selected modes for a specific purpose and audience. (C) 3.T.C.1.C

2 Authors & Speakers Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced. 3.T.C.2

a Describe different perspectives of the narrator or speakers and distinguish them from their own. (I) 3.T.C.2.A

b This progression begins in 6th grade. 3.T.C.2.B

c With adult support, identify the context in which a text is written (e.g., time period, individual, situational). (I) 3.T.C.2.C

d This progression begins in 6th grade. 3.T.C.2.D

II **Structure & Style Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.** 3.T.SS

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1 Organization Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts. 3.T.SS.1

a Describe how texts are arranged to represent information and ideas using text features (e.g., map, captions) and organizational structures (e.g., cause/effect), referring to parts of texts using terms such as chapter or section. (I) 3.T.SS.1.A

b Design texts using a variety of text structures and features, according to purpose and audience. (C) 3.T.SS.1.B

c Use conjunctions and transition words or phrases, such as although and since, to add cohesion and link ideas and information. (C) 3.T.SS.1.C

d Craft related sentences into clear and cohesive paragraphs. (C) 3.T.SS.1.D

2 Craft Use language to interpret meaning and craft engaging texts. 3.T.SS.2

a Identify and describe the use of figurative language, such as similes, metaphors, and idioms in a wide variety of texts. (I) 3.T.SS.2.A

b Use figurative language, such as similes, metaphors, and idioms, to show relationships between ideas and information. (C) 3.T.SS.2.B

c This progression begins in 6th grade. 3.T.SS.2.C

III **Techniques Students explain, analyze, and use various techniques to comprehend and shape meaning.** 3.T.T

1 Narrative Techniques Explain, analyze, and use narrative techniques to shape understandings. 3.T.T.1

a Explain how narrative techniques are used to present ideas, design texts, and convey information about characters, setting, and plot. (I) 3.T.T.1.A

b Explain how characters, setting, problem, and solution function in the plot. (I) 3.T.T.1.B

c Describe characters' traits, motivations, actions, thoughts, and feelings and explain their connection to the central message, lesson, or moral of the story. (I) 3.T.T.1.C

d Compare and contrast two or more characters, settings, central messages, or events within texts across diverse cultures. (I) 3.T.T.1.D

e Apply narrative techniques (e.g., character, setting, problem, resolution, dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a sense of closure. (C) 3.T.T.1.E

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2 Expository Techniques Explain, analyze, and use expository techniques to shape understandings. 3.T.T.2

a Describe the techniques used to present and design expository texts, including facts and key details used to support the main idea. (I) 3.T.T.2.A

b Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (I) 3.T.T.2.B

c Integrate and explain information from two texts on the same topic in relationship to important points and key details. (I) 3.T.T.2.C

d Apply expository techniques to introduce a topic, develop the topic with facts and other information (e.g., definitions, details, illustrations), and provide a concluding statement or section. (C) 3.T.T.2.D

3 Opinion Techniques Explain, analyze, and use opinion techniques to shape understandings. 3.T.T.3

a Describe and discuss the techniques used to present and design opinion texts, including author's opinion statement, supporting reasons, and evidence. (I) 3.T.T.3.A

b This progression begins in 9th grade. 3.T.T.3.B

c Apply opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons to support the opinion with linking words (e.g., because, therefore, since, for example) to connect the opinion and reasons, and provide a concluding statement or section. (C) 3.T.T.3.C

d This progression begins in 9th grade. 3.T.T.3.D

4 Poetic Techniques Explain, analyze, and use poetic techniques to shape understandings. 3.T.T.4

a Discuss and explain techniques used to present and design poetry, including rhyme scheme. (I) 3.T.T.4.A

b Apply poetic techniques to produce poetry and engage audiences that use rhyme in at least two stanzas to achieve an intended effect. (C) 3.T.T.4.B

IV Research & Analysis Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. 3.T.RA

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1. Research & Inquiry Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information. 3.T.RA.1
    a. Generate questions about a self-selected topic of interest to be researched, formulating additional questions to clarify or deepen understanding. (I) 3.T.RA.1.A
    b. Conduct research by locating, gathering, selecting, and organizing information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic. (I) 3.T.RA.1.B
    c. Summarize researched, relevant, and accurate information from at least two credible sources about a self-selected topic. (C) 3.T.RA.1.C
2. Curating Sources & Evidence Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism. 3.T.RA.2
    a. Refer to specific passages from a text to support an idea, answer, or opinion. (I) 3.T.RA.2.A
    b. Determine what makes a source text credible and relevant and identify examples. (I) 3.T.RA.2.B
    c. This progression begins in 5th grade. 3.T.RA.2.C