English Language Arts: Grade 3

Reading: Literature RL

1a	Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). LC.RL.3.1A
1b	Answer questions (literal and inferential) and refer to text to support your answer. LC.RL.3.1B
1c	Support inferences, opinions, and conclusions using evidence from the text including illustrations. LC.RL.3.1C
2a	Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures. LC.RL.3.2A
2b	Use details to recount stories, including fables and folktales from diverse cultures. LC.RL.3.2B
2c	Use information in the text to determine and explain a lesson learned by a character or theme within the story. LC.RL.3.2C
3a	Explain how characters' actions contribute to the sequence of events/plot. LC.RL.3.3A
3b	Describe a character's traits in a story using details from the text and illustrations. LC.RL.3.3B
3c	Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text. LC.RL.3.3C
3d	Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text. LC.RL.3.3D
3e	Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions). LC.RL.3.3E
3f	Analyze how a character's point of view influences a conflict within a text. LC.RL.3.3F
	Determine the meaning of literal and nonliteral words and phrases as they are used in a text. LC.RL.3.4A

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	4b Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 3 topic or subject area. LC.RL.3.4B
	5a Identify how the structure of a poem is different than a story (e.g., rhyme shorter than stories; stanza instead of paragraph). LC.RL.3.5A
	5b Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter). LC.RL.3.5B
	6a Identify narrator or character's point of view. LC.RL.3.6A
	6b Identify own point of view. LC.RL.3.6B
	6c Distinguish their own point of view from that of the narrator or those of the characters. LC.RL.3.6C
	7a Support inferences, opinions, and conclusions using evidence from the text including illustrations. LC.RL.3.7A
	7b Use descriptive words and illustrations/visuals from a story, read or viewed, to explain the mood in a given part of the story. LC.RL.3.7B
	9 Compare two or more texts or adapted texts on the same topic or by the same author. LC.RL.3.9
	10 Read or be read to and recount self-selected literary texts, such as stories, fables, folktales, myths, or adapted texts. LC.RL.3.10
Reading: Informational Text RI	**1a** Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. LC.RI.3.1A
	1b Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. LC.RI.3.1B
	2a Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. LC.RI.3.2A
	2b Determine the main idea of a text; recount the key details and explain how they support the main idea. LC.RI.3.2B
	2c Identify facts that an author uses to support a specific point or opinion. LC.RI.3.2C
	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. LC.RI.3.4
	5a Identify the purpose of a variety of text features. LC.RI.3.5A

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	5b Use text features (keywords, glossary) to locate information relevant to a given topic or question. LC.RI.3.5B
	5c Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic. LC.RI.3.5C
	6a Identify the author's purpose in an informational text. LC.RI.3.6A
	6b Identify own point of view about a topic. LC.RI.3.6B
	6c Compare own point of view to that of the author. LC.RI.3.6C
	7a Use illustrations (e.g., maps, photographs) in informational texts to answer questions. LC.RI.3.7A
	7b Identify information learned from illustrations and information learned from the words in an informational text. LC.RI.3.7B
	7c 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). LC.RI.3.7C
	7d Within informational texts, locate or identify evidence in the text or graphics to support the central ideas. LC.RI.3.7D
	8a Identify signal words that help determine what the text structure is in an informational text. LC.RI.3.8A
	8b Describe the connection between sentences and paragraphs in a text. LC.RI.3.8B
	9a Compare two or more texts on the same topic or by the same author. LC.RI.3.9A
	9b When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic. LC.RI.3.9B
	10 Read or be read to and recount self-selected informational texts or adapted texts. LC.RI.3.10
Reading: Foundational Skills RF	**3a** Identify the meaning of most common prefixes. LC.RF.3.3A
	3b Identify the meaning of most common suffixes. LC.RF.3.3B
	3c Decode regularly spelled one-syllable words with long vowels. LC.RF.3.3C
	3d Decode regularly spelled two-syllable words with long vowels. LC.RF.3.3D
	3e Decode multi-syllable words. LC.RF.3.3E
	3f Recognize and/or read grade appropriate irregularly spelled words. LC.RF.3.3F

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	4a Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings. LC.RF.3.4b Identify grade-level words with accuracy. LC.RF.3.4A
	4c Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions). LC.RF.3.4C
	4d Use context to confirm or self-correct word recognition. LC.RF.3.4D
Writing W	**1a** Produce an opinion piece which introduces the topic or text they are communicating about and states an opinion. LC.W.3.1A
	1b Provide reasons that support the opinion. LC.W.3.1B
	1c Use linking words and phrases that connect the opinion and reasons. LC.W.3.1C
	1d Provide a concluding statement or section. LC.W.3.1D
	2a Produce an informative/explanatory permanent product which Introduces a topic and groups related information together. LC.W.3.2A
	2b Develop the topic (i.e., offer additional information which supports the topic) by using facts, definitions, and details. LC.W.3.2B
	2c Include illustrations to enhance clarity and meaning. LC.W.3.2C
	2d Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. LC.W.3.2D
	2e Provide a concluding statement or section. LC.W.3.2E
	3a Produce a narrative permanent product which establishes a situation by setting up the context for the story and introducing a narrator and/or characters. LC.W.3.3A
	3b Sequence events that unfold naturally. LC.W.3.3B
	3c When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story. LC.W.3.3C
	3d Use temporal words and phrases to signal event order. LC.W.3.3D
	3e Provide a sense of closure. LC.W.3.3E
	4 With guidance and support from adults, produce a permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or ntertain), or audience (e.g., reader). LC.W.3.4

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	5a	**With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).** LC.W.3.5A
	5b	**With guidance and support from peers and adults, strengthen permanent products by revising (e.g., review a permanent product, strengthen a story by adding a description or dialogue).** LC.W.3.5B
	5c	**With guidance and support from peers and adults, edit permanent products for clarity and meaning.** LC.W.3.5C
	6a	**With guidance and support from adults, use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products).** LC.W.3.6A
	7	**Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).** LC.W.3.7
	8a	**Recall information from experiences to use in creating permanent products.** LC.W.3.8A
	8b	**Gather information and facts (e.g., highlight in text, quote or paraphrase from discussion) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics).** LC.W.3.8B
	8c	**Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form a paragraph or essay).** LC.W.3.8C
	8d	**Locate important points on a single topic from two informational texts or sources.** LC.W.3.8D
	8e	**Identify key details in an informational text.** LC.W.3.8E
	8f	**Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.** LC.W.3.8F
	8g	**Sort evidence collected from print and/or digital sources into provided categories.** LC.W.3.8G
Speaking & Listening SL	**1a**	**Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.** LC.SL.3.1A
	1b	**Ask questions to check understanding of information presented in collaborative discussions.** LC.SL.3.1B
		Link personal ideas and comments to the ideas shared by others in collaborative discussions. LC.SL.3.1C

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	1d Express ideas and understanding in light of collaborative discussions. LC.SL.3.1D
	2a Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. LC.SL.3.2A
	2b Determine the main idea of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. LC.SL.3.2B
	2c Identify supporting details of an informational text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. LC.SL.3.2C
	3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. LC.SL.3.3
	4 Report on a topic, tell a story or recount an experience with appropriate facts and relevant, descriptive details. LC.SL.3.4
	5 Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details. LC.SL.3.5
Language L	**1a** Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences. LC.L.3.1A
	1b Use nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), and adjectives and/or adverbs when communicating. LC.L.3.1B
	1c Use correct subject-verb and pronoun-antecedent agreement when communicating. LC.L.3.1C
	1d Produce and expand upon simple and compound sentences. LC.L.3.1D
	2a Capitalize words in holidays, product names, geographic names, and appropriate words in titles. LC.L.3.2A
	2b Use commas accurately in addresses or dialogue when communicating. LC.L.3.2B
	2c Use quotation marks when communicating. LC.L.3.2C
	2d Use conventional spelling and spelling patterns (e.g., word families, syllable patterns, ending rules) when communicating high frequency and/or previously learned words. LC.L.3.2D
	3 Choose words and phrases for appropriate effect (e.g., to inform) within writing. LC.L.3.3

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4a Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word. LC.L.3.4A

4b Determine the meaning of the new word formed when a known affix is added to a known word. LC.L.3.4B

4c Use a known root word as a clue to the meaning of an unknown word with the same root. LC.L.3.4C

4d Use a glossary or dictionary to determine the meaning of a word. LC.L.3.4D

5a Distinguish literal from non-literal meanings of words and phrases in context. LC.L.3.5A

5b Use newly acquired words in real-life context. LC.L.3.5B

5c Identify and sort shades of meaning words from general to specific or lesser to specific. LC.L.3.5C

6a Use newly acquired conversational and general academic words and phrases accurately when communicating. LC.L.3.6A

6b Use newly acquired domain-specific words and phrases accurately when communicating. LC.L.3.6B