

Grade 3

Students can comprehend text in increasingly complex ways.

Accessing Narrative Text

- 1 Answer who and what questions to demonstrate understanding of details in a text. [EE.RL.3.1](#)
 - H The student can use details to answer questions about the plot, setting, and characters in a narrative text. [EE.RL.H.3.1](#)
 - M The student can answer questions about basic elements in a narrative text (e.g., characters' names, settings, and specific events). [EE.RL.M.3.1](#)
 - L The student can answer simple who, what or where questions about a narrative text. [EE.RL.L.3.1](#)
- 2 Associate details with events in stories from diverse cultures. [EE.RL.3.2](#)
- 3 Identify the feelings of characters in a story. [EE.RL.3.3](#)
- 4 Determine words and phrases that complete literal sentences in a text. [EE.RL.3.4](#)
- 5 Determine the beginning, middle and end of a familiar story with a logical order. [EE.RL.3.5](#)
 - H The student can identify events that occur at the beginning, middle, and/or end of a multiple-paragraph narrative text. [EE.RL.H.3.5](#)
 - M The student can identify when a simple story element occurred (e.g., at the beginning/end of a narrative, what happened first/last, etc.) in a one-paragraph narrative text. [EE.RL.M.3.5](#)
 - L The student can demonstrate understanding of sequence in a familiar routine or simple narrative text. [EE.RL.L.3.5](#)
- 6 Identify personal point of view about a text. [EE.RL.3.6](#)
- 7 Identify parts of illustrations or factual information that depict a particular setting, or event. [EE.RL.3.7](#)
- 9 Identify common elements in two stories in a series. [EE.RL.3.9](#)
- 10 Demonstrate understanding while actively engaged in shared reading of stories, dramas and poetry. [EE.RL.3.10](#)

Accessing Informational Text

- 1 Answer who and what questions to demonstrate understanding of details in a text. [EE.RI.3.1](#)

- 2 Identify details in a text. [EE.RI.3.2](#)
- H The student can answer questions about details (e.g., individuals, events, locations, ideas, and/or sequence of events) in an informational text. [EE.RI.H.3.2](#)
 - M The student can answer questions about basic details (e.g., individuals, locations, and events) in an informational text. [EE.RI.M.3.2](#)
 - L The student can identify one detail (fact, event, idea) in a short informational text. [EE.RI.L.3.2](#)
- 3 Order two events from a text as "first" and "next". [EE.RI.3.3](#)
- 4 Determine words and phrases that complete literal sentences in a text. [EE.RI.3.4](#)
- 5 With guidance and support, use text features including headings and key words to locate information in a text. [EE.RI.3.5](#)
- 6 Identify personal point of view about a text. [EE.RI.3.6](#)
- 7 Use information gained from visual elements and words in the text to answer explicit who and what questions. [EE.RI.3.7](#)
- H The student can use more complex visuals (e.g., pictures, illustrations, posters, schedules, photographs, etc.) to demonstrate understanding of text/information. [EE.RI.H.3.7](#)
 - M The student can use visual representations of information (e.g., charts, posters, schedules, pictures, etc.) to answer who and/or what questions. [EE.RI.M.3.7](#)
 - L The student can use visual representations of information (e.g., charts, posters, schedules, pictures, etc.) to identify a single detail or idea. [EE.RI.L.3.7](#)
- 8 Identify two related points the author makes in an informational text. [EE.RI.3.8](#)
- 9 Identify similarities between two texts on the same topic. [EE.RI.3.9](#)
- 10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts. [EE.RI.3.10](#)
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Reading (Foundational Skills)

- 3 Use letter-sound knowledge to read words. [EE.RF.3.3](#)
- 4 Read words in text. [EE.RF.3.4](#)
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Vocabulary Acquisition and Usage

- 4.a** Demonstrate knowledge of word meanings: with guidance and support, use sentence-level context to determine what word is missing from a sentence read aloud. **EE.L.3.4.A**
- H** The student can determine which word or words best complete a sentence. (The sentence may or may not be read aloud depending on student need.) **EE.L.H.3.4.A**
 - M** The student can use semantic and/or syntactic cues to recognize familiar words paired with pictures and/or objects in context. **EE.L.M.3.4.A**
 - L** The student can use simple visual and/or auditory cues to recognize familiar words. **EE.L.L.3.4.A**
- 4.b** Demonstrate emerging knowledge of word meanings: with guidance and support, identify the temporal meaning of words, when common affixes (-ing, -ed) are added to common verbs. **EE.L.3.4.B**
- 5** Demonstrate understanding of word relationships and use. **EE.L.3.5**
- H** The student can identify the meaning of words in narrative and informational texts, including (but not limited to) words that describe emotions. **EE.L.H.3.5**
 - M** The student can identify the meaning of words in one-paragraph narrative and/or informational texts, including (but not limited to) “feeling words.” **EE.L.M.3.5**
 - L** The student can identify the meaning of basic words paired with pictures in narrative or informational texts, including (but not limited to) “feeling words” (happy, sad, tired, mad, etc.). **EE.L.L.3.5**

Students can produce writing for a range of purposes and audiences.

Writing: Text Types and Purposes

- 1.a** Write opinions about topics or text **EE.W.3.1.A**
- H** The student can write/dictate/draw a brief piece describing his/her opinion on a given topic or text. **EE.W.H.3.1.A**
 - M** The student can select words/phrases that express an opinion about a given topic or text. **EE.W.M.3.1.A**
 - L** The student can select a word or labeled picture that expresses an opinion about a given topic or text. **EE.W.L.3.1.A**
- 2.a** Write to share information supported by details **EE.W.3.2.A**
- H** The student can write/dictate/draw a brief piece about a given topic using facts and details. **EE.W.H.3.2.A**
 - M** The student can identify facts or details about a given topic or category. **EE.W.M.3.2.A**
 - L** The student can select one fact or detail that is related to a given topic or list of details. **EE.W.L.3.2.A**

3.a Write about events or personal experiences **EE.W.3.3.A**

H The student can write/dictate/draw a personal narrative about an event or personal experience. **EE.W.H.3.3.A**

M The student can identify details from an event or personal experience. **EE.W.M.3.3.A**

L The student can select a word or picture to share information about an event or personal experience. **EE.W.L.3.3.A**

4 With guidance and support, produce writing that expresses more than one idea. **EE.W.3.4**

5 With guidance and support from adults and peers, revise own writing. **EE.W.3.5**

10 Write routinely for a variety of tasks, purposes, and audiences. **EE.W.3.10**

Conventions of Standard English

2 Demonstrate understanding of conventions of Standard English **EE.L.3.2**

H The student can identify that the first word in a sentence should be capitalized and/or choose the correct ending punctuation (period, question mark, or exclamation point). **EE.L.H.3.2**

M The student can identify correct capitalization and/or end punctuation (period and question mark). **EE.L.M.3.2**

L The student can differentiate between a word and a simple sentence. **EE.L.L.3.2**

Students can communicate for a range of purposes and audiences.

Speaking and Listening

1 Engage in collaborative discussions **EE.SL.3.1**

2 Identify details in a text read aloud or information presented orally through other media. **EE.SL.3.2**

H The student can respond to questions about details presented orally or through other media. **EE.SL.H.3.2**

M The student can respond to basic questions about details presented orally or through other media. **EE.SL.M.3.2**

L The student can select a detail from a text presented orally or through other media. **EE.SL.L.3.2**

3 Ask or answer questions about details provided by the speaker. **EE.SL.3.3**

4 Recount a personal experience, story, or topic including details. **EE.SL.3.4**

6 Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts. **EE.SL.3.6**

Using Language

- 1 Demonstrate Standard English grammar and usage when communicating **EE.L.3.1**
 - H The student can identify the correct use of grammatical structures (e.g., singular/plural nouns, appropriate pronouns, present/past tense verbs) when communicating. **EE.L.H.3.1**
 - M The student can identify/demonstrate the correct grammatical use of nouns and/or pronouns when presented in context. **EE.L.M.3.1**
 - L The student can identify the correct grammatical use of nouns when presented in context. **EE.L.L.3.1**
 - 3 Use language to achieve desired outcomes when communicating **EE.L.3.3**
 - H The student can identify the correct use of language to communicate effectively with a variety of audiences and for different purposes (e.g., asking and answering questions, sharing information, and advocating for oneself). **EE.L.H.3.3**
 - M The student can use language to communicate effectively with a variety of audiences and for different purposes (e.g., asking questions, sharing information, responding to greetings, using polite expressions, using appropriate body language). **EE.L.M.3.3**
 - L The student can identify the correct use of language to communicate effectively with familiar people (e.g., sharing information, responding to greetings, being polite, and making simple requests, etc.). **EE.L.L.3.3**
 - 6 Demonstrate understanding of words that signal spatial and temporal relationships. (e.g., behind, under, after, soon, next, later.) **EE.L.3.6**
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Students can investigate topics and present information.

Research and Inquiry

- 1.b Write opinions about topics or text **EE.W.3.1.B**
 - H The student can identify reasons to support an opinion about a given topic or text (the opinion may belong to the student, character, or author of a given text). **EE.W.H.3.1.B**
 - M The student can identify words/phrases that express an opinion of a character in a given text. **EE.W.M.3.1.B**
 - L The student can identify an opinion of a character in a short narrative text. **EE.W.L.3.1.B**
- 6 With guidance and support from adults, use technology to produce writing while interacting and collaborating with others. **EE.W.3.6**
- 7 Identify information about a topic for a research project. **EE.W.3.7**

- 8 Sort information on a topic or personal experience into two provided categories and write about each one. **EE.W.3.8**
- H** The student can sort information into categories in preparation for a writing project. **EE.W.H.3.8**
- M** The student can choose pieces of information that are related to a given topic in preparation for a class writing project. **EE.W.M.3.8**
- L** The student can contribute to class brainstorming sessions to generate ideas for group writing projects. **EE.W.L.3.8**
- 5 Create a multimedia presentation of a story or poem. **EE.SL.3.5**