

Grade 3  
Reading Literature

Standard	Grade 2	Grade 3
RL.1	Provides questions and/or answers that show understanding of key details in a text, including answers to such questions as who, what, where, when, why, and how.	Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers.
RL.2	Provides a recounting of stories, including fables, folktales and folktales from diverse cultures.  Provides an identification of the central message, lesson or moral in a text.	Provides a recounting of stories, including fables, folktales, and myths from diverse cultures.  Provides a statement of the central message, lesson, or moral in a text.  Provides an explanation of how a central message, lesson, or moral is conveyed through details in a text.
RL.3	Provides a description of how characters in a story respond to major events.  Provides a description of how characters in a story respond to challenges.	Provides a description of characters in a story (e.g., their traits, motivations, or feelings).  Provides an explanation of how characters' actions contribute to the sequence of events.
RL.4	Provides a description of how words and phrases supply rhythm and meaning in a story, poem, or song.	Demonstrates the ability to determine the meaning of words and phrases as they are used in a text.  FOR DIAGNOSTIC ONLY: Distinguishes literal from

		nonliteral language.
RL.5	Provides a description of the overall structure of a story, including how the beginning introduces the story and how the ending concludes the action.	Provides references to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza.  Provides a description of how each successive part of a text builds on earlier sections.
RL.6	Provides a statement about the differences in the points of view of characters.  Speaks in a different voice for each character when reading dialogue aloud to show understanding of the difference in the point of view of characters.	
RL.7	Demonstrates understanding of characters, setting, or plot of a print or digital text by using information gained from the illustrations and words of the text.	Provides an explanation of how a specific aspect of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize an aspect of a character or setting).
RL.9	Provides a comparison and contrast of two or more versions of the same story written by different authors.	Provides a comparison and contrast of the themes of stories written by the same author about the same or

	<p>Provides a comparison and contrast of two or more versions of the same story written from different cultures</p> <p>.</p>	<p>similar characters (e.g., in books from a series).</p> <p>Provides a comparison and contrast of the settings of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>Provides a comparison and contrast of the plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>
--	--	--

Grade 3  
Reading Informational

Standard	Grade 2	Grade 3
RI.1	Provides questions and answers to questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (1)	Provides questions and answers that show understanding of a text, referring explicitly to the text as the basis for the answers.
RI.2	Provides an identification of the main topic of a multi-paragraph text. (1) Provides an identification of the focus of specific paragraphs within a multi-paragraph text. (2)	Provides a statement of the main idea of a text. (1) Provides a recounting of key details in a text. (2) Provides an explanation of how key details in a text support the main idea. (3)
RI.3	Provides a description of the connection between a series of historical events in a text. (1) Provides a description of the connection between a series of scientific concepts or steps in technical procedures in a text. (2)	Provides a description of the relationship between a series of historical events, using language that pertains to time, sequence and/or cause/effect. (1) Provides a description of the relationship between scientific ideas or concepts, using language that pertains to time, sequence and/or cause/effect. (2) Provides a description of the relationship between steps in technical procedures in a text, using language that pertains to time, sequence and/or cause/effect. (3)
RI.4	Demonstrates the ability to determine the meaning of words or phrases in a text relevant to a grade 2 topic or	Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a

	subject area. (1)	grade 3 topic or subject area. (1) FOR DIAGNOSTIC ONLY: Demonstrates the ability to determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (2)
RI.5	Demonstrates knowledge and use of text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text. (1)	Demonstrates use of text features to locate relevant information (e.g., key words, sidebars). (1) Demonstrates use of search tools to locate relevant information (e.g., key words, sidebars, hyperlinks). (2)
RI.6	Provides an identification of the main purpose of a text, including what the author wants to answer, explain, or describe. (1)	
RI.7	Provides an explanation of how specific images contribute to and/or clarify a text. (1)	Demonstrates use of information gained from illustrations (e.g., maps, photographs) and words in a text to show understanding of the text (e.g., where, when, why, and how key events occur). (1)
RI.8	Provides a description of how the reasons in a text support specific points made by the author. (1)	Provides a description of the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (1)
RI.9	Provides a comparison and contrast of the most important points presented by two texts on the same topic. (1)	Provides a comparison and contrast of the most important points and/or key details presented in two texts on the same topic. (1)

Grade 3  
Reading Foundational Skills

Standard	Grade 2	Grade 3
RF.3	<p><b>Phonics and Word Recognition:</b></p> <p>Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>Know spelling-sound correspondences for additional common vowel teams.</p> <p>Decode regularly spelled two-syllable words with long vowels.</p> <p>Decode words with common prefixes and suffixes.</p> <p>Identify words with inconsistent but common spelling-sound correspondences.</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p>	<p><b>Phonics and Word Recognition:</b></p> <p>Decode words with common Latin suffixes.</p> <p>Decode multi-syllable words.</p> <p>Identify and know the meaning of the most common prefixes and derivational suffixes</p> <p>Read grade-appropriate irregularly spelled words.</p>
RF. 4	<b>Fluency:</b>	<b>Fluency:</b>

	<p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level <b>prose and poetry</b> orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
--	--	---

Grade 3  
Language

Standard	Grade 2	Grade 3
L.4	<p>Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using sentence-level context as a clue to the meaning of a word or phrase. (1)</p> <p>Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases when a known prefix is added to a known word. (2)</p> <p>Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using a known root word as a clue to the meaning of the unknown word with the same root. (3)</p> <p>Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using the knowledge of individual words to predict the meaning of compound words. (4)</p> <p>Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and</p>	<p>Demonstrates the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase. (1)</p> <p><b>FOR DIAGNOSTIC ONLY: Demonstrates the ability to determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (2)</b></p> <p><b>FOR DIAGNOSTIC ONLY: Demonstrates the ability to use a known root word as a clue to the meaning of an unknown word with the same root. (3)</b></p>



	phrases by using glossaries and beginning dictionaries. (5)	
L.5	<p>Provides a statement showing understanding of word relationships and nuances in word meanings by identifying real- life connections between words and their use. (1)</p> <p>Provides a statement showing understanding of the shades of meaning among closely related verbs and adjectives. (2)</p>	<p>Provides distinctions between the literal and nonliteral meanings of words and phrases. (1)</p> <p>Provides distinction(s) between shades of meaning among related words that describe states of mind or degrees of certainty (e.g. knew, believed, suspected, heard, wondered). (2)</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (3)</p>
L.6	Provides a statement demonstrating the meaning of words and phrases acquired through conversations and reading, including adjectives and adverbs used. (1)	Provides a statement demonstrating the accurate meaning and use of grade-appropriate conversational and general academic words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (1)

Grade 3  
Writing

Standard	Grade 2	Grade 3
W.1	<p>States an opinion in writing. (1)</p> <p>Includes the topic of the book they are writing about when sharing an opinion in writing. (2)</p> <p>Supplies supportive reasons when sharing an opinion in writing. (3)</p> <p>Uses linking words to connect an opinion with reasons when sharing an opinion in writing. (4)</p> <p>Provides a concluding statement or section when sharing an opinion in writing. (5)</p>	<p><b>Development of Ideas</b> The student response addresses the prompt and shows effective development of the topic and/or narrative elements by using reasoning, details, text based evidence, and/or description; the development is largely appropriate to the task and purpose.</p> <p><b>Organization</b> The student response consistently demonstrates purposeful and controlled organization and includes an introduction and conclusion.</p> <p><b>Clarity of Language</b> The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity</p>
W.2	<p>Introduces a topic in an informational or explanatory text. (1)</p> <p>Uses facts and definitions to develop points in an informational or explanatory text. (2)</p> <p>Provides a concluding statement or section in an</p>	<p><b>Knowledge of Language and Conventions</b> The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear</p>

	informational or explanatory text. (3)	throughout the response.
W.3	<p>Recounts a well-elaborated event in a narrative writing. (1)</p> <p>Recounts a short sequence of events in a narrative writing. (2)</p> <p>Includes details to describe actions, thoughts, and feelings in a narrative writing. (3)</p> <p>Uses temporal words to signal event order in a narrative writing. (4)</p> <p>Provides a sense of closure when writing a narrative. (5)</p>	
W.4		
W.5	<p>Provides writing that is focused on a topic. (1)</p> <p>Strengthens writing as needed when revising and editing. (2)</p>	
W.6	<p>Uses a variety of digital tools to produce and publish writing. (1)</p> <p>Collaborates with peers to produce and publish writing,</p>	

	using a variety of digital tools. (2)	
W.7	Participates in shared research and writing projects. (1)	
W.8	Recalls information from experiences to answer a question in writing. (1)  Gathers information from provided sources to answer a question in writing. (2)	

<b>Assessments</b>	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks
<b>21st Century Skills and Career Integration</b>	Informational sources, text features, versions of stories, stories and myths from diverse cultures, real-life connections
<b>Technology Integration</b>	Digital tools, search tools, online series, research, provide sources
<b>Interdisciplinary Connections</b>	Social Studies- Informational Text about historical events Science- scientific concepts or steps in technical procedures in a text Latin- suffixes
<b>Core Instructional and Supplemental Materials</b>	Core Instruction: Project Read, Reading Street Series, Wonders Series, chapter books Supplemental: picture books, fictional and non-fictional books, videos
<b>Modifications/Accommodations</b>	ELL: leveled readers; ELL series workbook; dictionary; small group instruction Special Education: leveled readers; small group instruction G&T: leveled readers; enrichment activities; small group instruction

