3	Reading	1. Literature	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	3.1.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3	Reading	1. Literature	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	3.1.2.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3	Reading	1. Literature	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3.1.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
3	Reading	1. Literature	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	3.1.4.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes.
3	Reading	1. Literature	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	3.1.5.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
3	Reading	1. Literature	6. Assess how point of view or purpose shapes the content and style of a text.	3.1.6.6	Distinguish their own point of view from that of the narrator or those of the characters.
3	Reading	1. Literature	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	3.1.7.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

3	Reading	1. Literature	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	3.1.9.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
3	Reading	1. Literature	10. Read and comprehend complex literary and informational texts independently and proficiently.	3.1.10.10	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently: (a) Self-select texts for personal enjoyment, interest, and academic tasks.
3	Reading	2. Informational Text	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	3.2.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3	Reading	2. Informational Text	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	3.2.2.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
3	Reading	2. Informational Text	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3.2.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
3	Reading	2. Informational Text	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	3.2.4.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
3	Reading	2. Informational Text	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	3.2.5.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
3	Reading	2. Informational Text	6. Assess how point of view or purpose shapes the content and style of a text.	3.2.6.6	Distinguish their own point of view from that of the author of a text.

3	Reading	2. Informational Text	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	3.2.7.7	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).
3	Reading	2. Informational Text	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	3.2.8.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
3	Reading	2. Informational Text	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	3.2.9.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
3	Reading	2. Informational Text	10. Read and comprehend complex literary and informational texts independently and proficiently.	3.2.10.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently: (a) Self-select texts for personal enjoyment, interest, and academic tasks.
3	Reading	3. Foundational Skills	0. No anchor standard	3.3.0.3	Know and apply grade-level phonics and word analysis skills in decoding words: (a) Identify and know the meaning of the most common prefixes and derivational suffixes. (b) Decode words with common Latin suffixes. (c) Decode multisyllable words. (d) Read grade-appropriate irregularly spelled words, including high-frequency words.

3	Reading	3. Foundational Skills	0. No anchor standard	3.3.0.4	Read with sufficient accuracy and fluency to support comprehension: (a) Read grade-level text with purpose and understanding. (b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3	Writing	6. Writing	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	3.6.1.1	Write opinion pieces on topics or texts, supporting a point of view with reasons: (a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (b) Provide reasons that support the opinion. (c) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (d) Provide a concluding statement or section.
3	Writing	6. Writing	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	3.6.2.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly: (a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (b) Develop the topic with facts, definitions, and details. (c) Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (d) Provide a concluding statement or section.

3	Writing	6. Writing	3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3.6.3.3	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: (a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (c) Use temporal words and phrases to signal event order. (d) Provide a sense of closure.
3	Writing	6. Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	3.6.4.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
3	Writing	6. Writing	5. Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.	3.6.5.5	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on page 41-42.)
3	Writing	6. Writing	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	3.6.6.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
3	Writing	6. Writing	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	3.6.7.7	Conduct short research projects that build knowledge about a topic.

3	Writing	6. Writing	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	3.6.8.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3	Writing	6. Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	3.6.10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences: (a) Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

3	Speaking, Viewing, Listening and Media Literacy	8. Speaking, Viewing, Listening and Media Literacy	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	3.8.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly: (a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (d) Explain their own ideas and understanding in light of the discussion. (e) Cooperate and compromise as appropriate for productive group discussion. (f) Follow multi-step oral directions.
3	Speaking, Viewing, Listening and Media Literacy	8. Speaking, Viewing, Listening and Media Literacy	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	3.8.2.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3	Speaking, Viewing, Listening and Media Literacy	8. Speaking, Viewing, Listening and Media Literacy	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3.8.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

3	Speaking, Viewing, Listening and Media Literacy	8. Speaking, Viewing, Listening and Media Literacy	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	3.8.4.4	Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
3	Speaking, Viewing, Listening and Media Literacy	8. Speaking, Viewing, Listening and Media Literacy	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	3.8.5.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
3	Speaking, Viewing, Listening and Media Literacy	8. Speaking, Viewing, Listening and Media Literacy	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	3.8.6.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Refer to grade 3 Language standards 1 and 3 for specific expectations.)
3	Speaking, Viewing, Listening and Media Literacy	8. Speaking, Viewing, Listening and Media Literacy	7. Critically analyze information found in electronic, print, and mass media and use a variety of these sources.	3.8.7.7	Distinguish among, understand, and use different types of print, digital, and multimodal media: (a) Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers). (b) Locate and use information in print, non-print, and digital resources, and identify reasons for choosing information used. (c) Check for accuracy in pictures and images. (d) Recognize safe practices in personal media communications.

3	Speaking, Viewing, Listening and Media Literacy	8. Speaking, Viewing, Listening and Media Literacy	8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.	3.8.8.8	With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.): (a) With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project. (b) Share the work with an audience.
3	Language Benchmarks	10. Language Benchmarks	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	3.10.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: (a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (b) Form and use regular and irregular plural nouns. (c) Use abstract nouns (e.g., childhood). (d) Form and use regular and irregular verbs. (e) Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. (f) Ensure subject-verb and pronoun-antecedent agreement.* (g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (h) Use coordinating and subordinating conjunctions. (i) Produce simple, compound, and complex sentences.

3	Language Benchmarks	10. Language Benchmarks	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	3.10.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: (a) Capitalize appropriate words in titles. (b) Use commas in addresses. (c) Use commas and quotation marks in dialogue. (d) Form and use possessives. (e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (g) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
3	Language Benchmarks	10. Language Benchmarks	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	3.10.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening: (a) Choose words and phrases for effect. (b) Recognize and observe differences between the conventions of spoken and written standard English.

3	Language Benchmarks	10. Language Benchmarks	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	3.10.4.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: (a) Use sentence-level context as a clue to the meaning of a word or phrase. (b) 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). (c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). (d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
3	Language Benchmarks	10. Language Benchmarks	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	3.10.5.5	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness: (a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). (b) Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (c) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

| 3 | Language Benchmarks | 10. Language Benchmarks | 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression | 3.10.6.6 | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |