

Grade 3 Montana Standards	<b>Novice</b>  A student who performed at this level did not meet grade-level expectations in this subject and needs considerable support to develop the required knowledge, skills, and practices necessary for future coursework in this content area.  A student at this level can:	<b>Partially Proficient</b>  A student who performed at this level partially met grade-level expectations in this subject and needs support to develop the required knowledge, skills, and practices necessary for future coursework in this content area.  A student at this level can:	<b>Proficient</b>  A student who performed at this level met grade-level expectations in this subject. The student has demonstrated the required knowledge, skills, and practices necessary for future coursework in this content area.  A student at this level can:	<b>Advanced</b>  A student who performed at this level exceeded grade-level expectations. The student has demonstrated mastery of the required knowledge, skills, and practices necessary for future coursework in this content area.  A student at this level can:
RL.3.1	Answer questions about explicit details from the text.	Ask and answer questions about explicit details from the text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)	Ask and answer complex, analytical questions with strong text evidence.
RL.3.2	Recall explicit story events or key details in a story, including fables, folktales and myths from diverse cultures, including those by and about American Indians.	Recall story events, key details, and central message in a story, including fables, folktales and myths from diverse cultures, including those by and about American Indians.	Recount stories, including fables, folktales, and myths from diverse cultures, including those by and about American Indians; determine the central message, lesson, or moral; and explain how it is conveyed through key details in the text. (RL.3.2)	Recount stories with detailed analysis of the central message and cultural influences.
RL.3.3	Identify characters and their physical traits.	Describe characters in a story (e.g., their traits, motivations, or feelings).	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (RL.3.3)	Provide in-depth descriptions of characters and how their actions drive the plot.
RL.3.4	Determine whether a word or phrase is literal or nonliteral.	Identify meaning of literal and nonliteral words and phrases in context.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (RL.3.4)	Analyze nonliteral language and its effect on meaning of a text.
RL.3.5	Identify beginning, middle, and end of a text.	Use basic terms like sentence, paragraph, or stanza when referring to parts of a text.	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. (RL.3.5)	Analyze how parts of a story, drama, or poem build on an earlier section, event or episode, incorporating specific chapters, scenes, and stanzas when referring to the text.
RL.3.6	Identify the point of view of the narrator or character in a text.	Identify their own point of view compared to the narrator's point of view in a text.	Distinguish their own point of view from that of the narrator or those of the characters, including works by and about American Indians. (RL.3.6)	Analyze differences between the student's own point of view and that of the narrator or those of the characters using relevant details from the text, including works by and about American Indians.

RL.3.7	Identify elements in the illustration within a text.	Identify elements of the illustration supported by key details or events in the text.	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). (RL.3.7)	Analyze how a text's illustrations contribute to what is conveyed by the words in a story using specific and relevant details (e.g., enhances mood, develops character, establishes setting).
RL.3.8	<i>N/A to Literature</i>	<i>N/A to Literature</i>	<i>N/A to Literature</i>	<i>N/A to Literature</i>
RL.3.9	Identify the plot, themes, and settings in of stories written by the same author, including American Indian authors, about the same or similar characters (e.g., in books from a series).	Identify the similarities between the plots, themes, and settings of stories written by the same author, including American Indian authors, about the same or similar characters (e.g., in books from a series).	Compare and contrast the themes, settings, and plots of stories written by the same author, including American Indian authors, about the same or similar characters (e.g., in books from a series). (RL.3.9)	Analyze how the themes, settings, and plots of stories written by the same author, including American Indian authors, about the same or similar characters (e.g., in books from a series); compare and contrast the themes, settings, and plots based on specific and relevant details.
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the low end of the Grades 2–3 text complexity band.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the middle of the Grades 2–3 text complexity band independently.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2–3 text complexity band independently and proficiently. (RL.3.10)	By the end of the year, read, comprehend, and analyze literature, including stories, dramas, and poetry, at the low end of the Grades 3–4 text complexity band independently and proficiently.

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RI.3.1	Answer questions about explicit details from the text.	Ask and answer questions about explicit details from the text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RI.3.1)	Ask and answer complex, analytical questions with strong text evidence.
RI.3.2	Recall explicit key details in a text.	Recall key details in a text and identify the main idea.	Determine the main idea of a text; recount the key details, and explain how they support the main idea. (RI.3.2)	Analyze how the main idea is supported in a text, referring to relevant details and evidence.
RI.3.3	Identify a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Identify relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	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 and include texts by and about American Indians. (RI.3.3)	Analyze how relationships in a text describe a series of historical events, scientific ideas and concepts, and steps in a technical procedure, using specific language to indicate time, sequence, cause/effect, problem/solution, compare/contrast, while including texts
RI.3.4	Identify the meaning of high-frequency general academic words or phrases in context.	Determine the meaning of general academic words and phrases in context.	Determine the meaning of general academic and domain specific words and phrases in a text relevant to a Grade 3 topic or subject area. (RI.3.4)	Analyze the use of academic and domain specific words and phrases on the meaning of a text relevant to specific topics and subject areas.
RI.3.5	Identify key text features of a text (key words, headings, and sidebars).	Use key text features (headings, key words, sidebars) when referring to parts of a text.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RI.3.5)	Analyze the effectiveness of text features and search tools when referring to relevant information and topics and how they contribute to the understanding of the entirety of the text.

RI.3.6	Identify their own point of view based on the text.	Determine the author's point of view in a text.	Distinguish their own point of view from that of the author of a text. (RI.3.6)	Analyze differences between the student's own point of view and that of the author using relevant details from the text.
RI.3.7	Identify information in illustrations (e.g., timelines, graphs).	Identify information in illustrations (e.g., timelines, graphs, maps) supported by key details or events in the text.	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).	Analyze how a text's illustrations contribute to what is conveyed by the words in a text using specific and relevant details (e.g., establishes time period, location, or process).
RI.3.8	Identify an explicitly stated connection within or between sentences in a text (e.g., cause/effect, comparison, sequence).	Identify a logical connection between sentences and paragraphs in a text (e.g., cause/effect, comparison, sequence).	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8)	Analyze how the implied connections between particular sentences and paragraphs are established and the effect those connections have on the meaning of the text.
RI.3.9	Identify the most important points presented in two texts on the same topic.	Compare and contrast the most important points presented in two texts on the same topic.	Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9)	Analyze how two texts on the same or related topics compare and contrast, using specific points and relevant details from each text as support.
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the low end of the Grades 2–3 text complexity band.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the middle of the Grades 2–3 text complexity band.	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. (RI.3.10)	By the end of the year, read, comprehend, and analyze informational texts, including history/social studies, science, and technical texts, at the low end of the Grades 3–4 text complexity band independently and proficiently.

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W.3.1	Write opinion pieces on topics or texts:	Write opinion pieces on topics or texts supporting a point of view with reasons:	Write opinion pieces on topics or texts supporting a point of view with reasons:	Write well-organized opinion pieces clearly supporting a point of view with strong and logical reasons:
	<ul style="list-style-type: none"> <li>state a topic or opinion about the text</li> </ul>	<ul style="list-style-type: none"> <li>introduce the topic or text they are writing about and/or state an opinion</li> </ul>	<ul style="list-style-type: none"> <li>introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons</li> </ul>	<ul style="list-style-type: none"> <li>provide a concise introductory sentence or paragraph about a topic or text they are writing about, states a clear opinion, and create a logical organizational structure to connect reasons</li> </ul>
	<ul style="list-style-type: none"> <li>provide one general reason to support the opinion</li> </ul>	<ul style="list-style-type: none"> <li>provide more than one specific reason that supports the opinion</li> </ul>	<ul style="list-style-type: none"> <li>provide reasons that support the opinion</li> </ul>	<ul style="list-style-type: none"> <li>provide reasons that support the opinion using relevant and specific details</li> </ul>
	<ul style="list-style-type: none"> <li>use linking words (e.g., because, so) to connect opinion and reasons</li> </ul>	<ul style="list-style-type: none"> <li>use linking words (e.g., because, since) to connect opinion and reasons</li> </ul>	<ul style="list-style-type: none"> <li>use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons</li> </ul>	<ul style="list-style-type: none"> <li>use linking words and phrases (e.g., additionally, furthermore, for instance) to effectively connect opinion to relevant and specific reasons</li> </ul>
	<ul style="list-style-type: none"> <li>provide a sentence restating the topic or opinion.</li> </ul>	<ul style="list-style-type: none"> <li>provide a concluding statement or section that restates the topic or opinion.</li> </ul>	<ul style="list-style-type: none"> <li>provide a concluding statement or section. (W.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>provide a concluding statement or section that effectively connects and reinforces the topic or opinion discussed throughout the piece.</li> </ul>
W.3.2	Write informative/explanatory texts about a topic and convey ideas and information:	Write informative/explanatory texts to examine a topic and convey ideas and information:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:

	<ul style="list-style-type: none"> <li>• introduce a topic</li> </ul>	<ul style="list-style-type: none"> <li>• introduce a topic and group related information together</li> </ul>	<ul style="list-style-type: none"> <li>• introduce a topic and group related information together and include illustrations when useful to aid comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• provide a concise introductory sentence or paragraph about a topic and create a logical organizational structure to connect related information, including relevant illustrations to aid comprehension</li> </ul>
	<ul style="list-style-type: none"> <li>• identify facts, definitions, and details related to the topic</li> </ul>	<ul style="list-style-type: none"> <li>• provide facts, definitions, and details that support the topic</li> </ul>	<ul style="list-style-type: none"> <li>• develop the topic with facts, definitions, and details</li> </ul>	<ul style="list-style-type: none"> <li>• develop the topic with specific and relevant facts, definitions, and details</li> </ul>
	<ul style="list-style-type: none"> <li>• use linking words to categorize information (e.g., also, and)</li> </ul>	<ul style="list-style-type: none"> <li>• use linking words (e.g., also, another, and, more, but) to connect information within a category</li> </ul>	<ul style="list-style-type: none"> <li>• use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information</li> </ul>	<ul style="list-style-type: none"> <li>• use linking words and phrases (e.g., especially, most importantly, finally, however) to indicate the type of connection between ideas within categories of information (e.g., emphasis, addition, contrast, order)</li> </ul>
	<ul style="list-style-type: none"> <li>• provide a sentence restating the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• provide a concluding statement or section that restates the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• provide a concluding statement or section. (W.3.2)</li> </ul>	<ul style="list-style-type: none"> <li>• provide a concluding statement or section that reinforces connections and topic discussed throughout the piece.</li> </ul>
W.3.3	Write narrative texts about real or imagined experiences or events:	Write narratives to develop real or imagined experiences or events using descriptive details and clear event sequences:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
	<ul style="list-style-type: none"> <li>• state a situation or introduce a character</li> </ul>	<ul style="list-style-type: none"> <li>• establish a situation or introduce a character and/or narrator and organize a linear event sequence</li> </ul>	<ul style="list-style-type: none"> <li>• establish a situation and introduce a narrator and/or characters and organize an event sequence that unfolds naturally</li> </ul>	<ul style="list-style-type: none"> <li>• establish a situation and introduce a narrator and/or characters using descriptive language, and organize an event sequence that purposefully advances the plot or narrative</li> </ul>
	<ul style="list-style-type: none"> <li>• list actions and events to develop the situation and describe characters' feelings to provide motivation</li> </ul>	<ul style="list-style-type: none"> <li>• use description of actions, thoughts and feelings to develop the events or show the response of characters to situations</li> </ul>	<ul style="list-style-type: none"> <li>• use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</li> </ul>	<ul style="list-style-type: none"> <li>• skillfully use dialogue and rich descriptions of actions, thoughts, and feelings to enhance experiences and events and/or deepen character development.</li> </ul>
	<ul style="list-style-type: none"> <li>• use temporal words to link events (e.g., then, next)</li> </ul>	<ul style="list-style-type: none"> <li>• use temporal words to indicate event sequence (e.g., before, after)</li> </ul>	<ul style="list-style-type: none"> <li>• use temporal words and phrases to signal event order</li> </ul>	<ul style="list-style-type: none"> <li>• incorporate a variety of temporal words and phrases to indicate the order of events throughout the narrative</li> </ul>

	<ul style="list-style-type: none"> <li>• provide a basic or abrupt concluding sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• provide a concluding sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• provide a sense of closure. (W.3.3)</li> </ul>	<ul style="list-style-type: none"> <li>• craft a powerful and meaningful conclusion that conveys a lesson learned or leaves a lasting emotional impression.</li> </ul>
W.3.4	With guidance and support, produce writing when the task and purpose are clearly identified.	With guidance and support, produce writing in which the organization is appropriate for the task and purpose.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)	Produce clear and coherent writing in which the development and organization demonstrate a sophisticated understanding of the task, purpose, and audience, seeking guidance and support from adults as needed.
W.3.5	With guidance and support from peers and adults, revise and edit a draft based on clear feedback in the form of directions and/or corrections.	With guidance and support from peers and adults, strengthen writing by revising and editing.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.3.5)	Skillfully plan, revise, and edit writing to make meaningful improvements to enhance clarity, organization, and style, seeking feedback from peers and adults as needed.
W.3.6	With guidance and support from adults, use technology for writing.	With guidance and support from adults, use technology for writing and publishing.	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. (W.3.6)	Independently use technology to engage in collaborative groups, demonstrating advanced keyboarding skills to improve writing quality and presentation of published work.
W.3.7	Conduct basic research by using sources to answer questions about a topic, including facts about American Indians.	Conduct short research projects by using a limited range of sources to ask and answer questions about a topic, including information about American Indians.	Conduct short research projects that build knowledge about a topic and include sources by and about American Indians. (W.3.7)	Use a wide range of reliable sources, including those by and about American Indians, to conduct thorough research to present information clearly and accurately.
W.3.8	Recall key information from experiences or print and digital sources, including those by and about American Indians; sort key information into provided categories.	Recall information from experiences and gather information from print and digital sources, including those by and about American Indians; use a given framework to take brief notes about a topic using explicitly stated key ideas and/or sort key information into provided categories.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources, sort evidence into provided categories; and include sources by and about American Indians. (W.3.8)	Synthesize information from experiences and gather a variety of information from diverse print and digital sources including those by and about American Indians; take detailed, well-organized notes and sort evidence into categories to support research or writing.

W.3.9	<i>(begins in grade 4)</i>	<i>(begins in grade 4)</i>	<i>(begins in grade 4)</i>	<i>(begins in grade 4)</i>
W.3.10	Write routinely over short time frames (a single sitting or periods during a day) for specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or periods during a day) for specific tasks, purposes, and audiences.	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 disciplines, specific tasks, purposes, and audiences. (W.3.10)	Manage time effectively for both extended writing projects and shorter writing tasks for various purposes, tasks, and audiences by demonstrating strong research skills, thoughtful reflection, and thorough revision.



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L.3.1	Demonstrate a beginning command of standard English grammar and usage when writing or speaking.	Demonstrate a developing command of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate an advanced command of the conventions of standard English grammar and usage when writing or speaking.
	a. Identify nouns and verbs in a sentence.	a. Identify nouns, pronouns, adjectives, adverbs, and verbs in a sentence.	a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	a. Analyze the function of nouns, pronouns, verbs, adjectives, and adverbs within complex and varied sentence structures.
	b. Identify regular plural nouns.	b. Identify regular and irregular plural nouns.	b. Form and use regular and irregular plural nouns.	b. Apply patterns for regular plurals and irregular plural nouns, including those that follow uncommon rules or exceptions.
	c. Identify concrete nouns.	c. Identify frequently-used abstract nouns.	c. Use abstract nouns (e.g., childhood).	c. Use abstract nouns to convey a concept or trait (e.g., justice, courage).
	d. Identify regular verbs.	d. Identify regular and irregular verbs.	d. Form and use regular and irregular verbs.	d. Apply patterns in regular verbs and accurately use irregular verbs, including those with complex or uncommon forms.
	e. Identify present tense verbs.	e. Identify simple verb tenses (past, present, and future).	e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	e. Apply simple verb tenses to match the intended time frame and purpose, identifying and correcting errors when necessary.
	f. Recognize grammatically accurate subject-verb agreement.	f. Recognize grammatically accurate subject-verb and pronoun-antecedent agreement.	f. Ensure subject-verb and pronoun-antecedent agreement.	f. Identify and correct errors in subject-verb and pronoun-antecedent agreement in simple and complex sentences.

	g. Recognize regular comparative and superlative adjectives and adverbs.	g. Recognize regular comparative and superlative adjectives and adverbs and what they modify .	g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	g. Apply the appropriate comparative and superlative adjectives and adverbs based on what is being modified while avoiding common errors, such as double comparisons or incorrect word choice.
	h. Identify conjunctions in a sentence.	h. Identify coordinating and subordinating conjunctions.	h. Use coordinating and subordinating conjunctions.	h. Use coordinating and subordinating conjunctions to combine ideas in a variety of sentence types while avoiding run-on sentences and fragments.
	i. Produce simple sentences.	i. Produce simple and compound sentences.	i. Produce simple, compound, and complex sentences.	i. Produce a variety of simple, compound, and complex sentences to effectively communicate ideas.
L.3.2	Demonstrate a beginning command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate a developing command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate an advanced command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	a. Recognize that titles require capitalization.	a. Capitalize first word and/or key words in titles.	a. Capitalize appropriate words in titles.	a. Capitalize appropriate words in titles with multiple parts.
	b. Identify commas in addresses.	b. Use commas to separate city and state in addresses.	b. Use commas in addresses.	b. Use commas in addresses to separate key parts of addresses (e.g., street, city, state, country) when written horizontally.
	c. Recognize that quotation marks indicate dialogue.	c. Use quotation marks to indicate dialogue.	c. Use commas and quotation marks in dialogue.	c. Use commas and quotation marks to indicate multiple speakers in dialogue.
	e. Identify possessives.	e. Use singular possessives.	e. Form and use possessives.	e. Form and use singular and plural possessives.
	f. Use conventional spelling for high-frequency and other studied words.	f. Use conventional spelling for high-frequency and other studied words and for adding plural and verb tense suffixes (e.g., -s, -es, -ing, -ed) to known words.	f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	f. Correctly spell words and add suffixes to base words using irregular patterns (e.g., beautiful, giving, stopped, crying).
	g. Use spelling patterns and generalizations (e.g., word families, ending rules, meaningful word parts) in writing high- frequency words.	g. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing high- frequency words.	g. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	g. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing unfamiliar words.

	h. Use reference materials, including beginning dictionaries, to determine spellings of high-frequency and known words.	h. Use reference materials, including beginning dictionaries, to check and correct spellings of high-frequency words.	h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	h. Consult reference materials, including dictionaries, as needed to check and correct spellings of unfamiliar words.
L.3.3	Use beginning knowledge of language and its conventions when writing, speaking, reading, or listening.	Use developing knowledge of language and its conventions when writing, speaking, reading, or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Use advanced knowledge of language and its conventions when writing, speaking, reading, or listening.
	a. Identify the effect of words.	a. Identify the effect of words and phrases.	a. Choose words and phrases for effect.	a. Choose words and phrases to achieve a desired effect and/or precise meaning.
	b. Understand that spoken and written standard English are different.	b. Recognize differences between informal spoken and written standard English.	b. Recognize and observe differences between the conventions of spoken and written standard English. (L.3.3)	b. Analyze how the differences between informal and formally spoken and written standard English affect meaning and audience.
L.3.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on beginning grade 3 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on developing grade 3 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on advanced grade 3 reading and content, choosing flexibly from a range of strategies.
	a. Identify the meaning of a word based on explicit sentence-level context.	a. Use sentence-level context as a clue to the meaning of a word.	a. Use sentence-level context as a clue to the meaning of a word or phrase.	a. Use implicit paragraph-level context as a clue to the meaning of a word or phrase.
	b. Understand that a new word is formed when a commonly known affix is added to a known word (e.g., write/rewrite, happy/unhappy, truth/truthful).	b. Identify the meaning when known words combine with known affixes (e.g., agree/disagree, spell/misspell, friend/friendship).	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).	b. Determine the meaning of a new unfamiliar word that is formed when an lesser-known affix is added to a word (e.g., closed/enclosed, circle/semicircle, explode/explosive).
	d. Identify a known root word used as the base of two unknown words (e.g., happy-unhappy/happiness).	d. Identify the meaning of words with the same known root (e.g., view-review/ preview).	d. 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 root words as a clue to the meaning of unknown words with the same root (e.g., cycle/recycled, import/transport).
	e. Use glossaries or beginning dictionaries, both print and digital, to determine the meaning of clearly identified key words with a single definition.	e. Use glossaries or beginning dictionaries, both print and digital, to select the meaning of key words and phrases with multiple definitions.	e. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (L.3.4)	e. Choose the appropriate reference material (dictionaries, glossaries, thesauruses) both print and digital, to determine or clarify the precise meaning of key words and phrases with multiple definitions.

L.3.5	Demonstrate a beginning understanding of word relationships and nuances in word meanings.	Demonstrate a developing understanding of word relationships and nuances in word meanings.	Demonstrate understanding of word relationships and nuances in word meanings.	Demonstrate an advanced understanding of word relationships and nuances in word meanings.
	a. Identify literal meanings of words and phrases in context (e.g., cold feet).	a. Identify nonliteral meanings of words and phrases in context (e.g., a piece of cake).	a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	a. Interpret and explain nonliteral meanings of words and phrases in context (e.g., cost an arm and a leg).
	b. Sort known words into categories based on their use (e.g., identify objects that are used to cut).	b. Identify connections between known words and their use (e.g., describe objects that are soft).	b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	b. Apply real-life connections between words and their use (e.g., determine cause and effect relationships, describe places where activities occur).
	c. Recognize differences in meaning among related words (e.g., knew, learned).	c. Determine the meaning of related words by comparing their denotative and connotative meanings (e.g., knew, believed, suspected, understand).	c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (L.3.5)	c. Distinguish shades of meaning among related words with subtle connotative differences (e.g., knew, realized, recognized, grasped).
L.3.6	Use grade-appropriate conversational and general academic words and phrases, including those that signal simple spatial relationships (e.g., The book is on the table).	Use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal simple temporal relationships (e.g., We went to bed last night).	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). (L.3.6)	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial, temporal, and causal relationships (e.g., The plants grew taller because they were in the sunlight).