



Core Content Connectors

2021

3rd Grade

English Language Arts

Montana Office of Public Instruction
High Academic Standards for Students

3rd Grade Overview

Core Content Connectors (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the Montana Content Standards and the [Learning Progression Frameworks \(LPF\)](#). CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the Montana Content Standards, focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment. These standards reflect the constitutional mandate that all educators must provide instruction including the distinct and unique heritage and contemporary contributions of American Indians in a culturally responsive manner (See IEFA; [MCA 20-1-501 Article X](#); resources; and materials).

Reading Standards for Literature

- Proficiently and independently read a wide variety of grade-level appropriate literature
- Apply a variety of strategies to comprehend, recount and paraphrase grade level literature
- Demonstrate understanding of how parts of a text, such as chapters, build on each other
- Determine the central idea of a text and how key details contribute to that central idea
- Locate evidence in the text to support answers and opinions
- Distinguish their point of view from that of the narrator or characters
- Compare and contrast themes, settings, and plots of stories

Reading Standards for Informational Text

- Proficiently and independently read a wide variety of grade-level appropriate informational texts
- Demonstrate understanding of how parts of a text, such as specific paragraphs, build on each other
- Determine the central idea of a text and how key details contribute to that central idea
- Locate evidence in the text to support answers and opinions
- Make connections between a series of historical events, scientific ideas or steps in technical procedures
- Find the meaning of key vocabulary words in informational texts

- Use various text features, such as glossaries, icons and indexes, to locate key facts and information
- Apply a variety of strategies to comprehend, recount and paraphrase grade level informational text
- Compare and contrast the most important points from two texts on the same topic

Reading Standards: Foundational Skills

- Read words with common prefixes and suffixes, focusing on Latin suffixes
- Read irregularly spelled words
- Read text with purpose and understanding, self-monitoring understanding

Writing Standards

- Write opinion and explanatory pieces that include evidence to support ideas, linking words, and a conclusion
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time
- Revise writing based on feedback from adults and peers
- Conduct short research projects
- Gather information from sources to answer a question
- Produce writing that is organized for specific task, audience and purpose

Writing Foundations Standards

- Read, write and transcribe using manuscript and cursive writing
- Spell regular two and three syllable words and single syllable words with less common spellings
- Use resources such as dictionaries and thesauri to check spellings

Speaking and Listening Standards

- Engage in a range of collaborative discussions by asking and answering questions, reporting on topics
- Speak in complete sentences when appropriate to task and audience

Language Standards

- Demonstrate proper usage of pronouns, adjectives, adverbs, and other parts of speech
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries

	Montana's English Language Arts Content Standards – 3 rd Grade
	Reading Standards for Literature
	Key Ideas and Details
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). 3.RL.i2 Answer questions (literal and inferential) and refer to text to support your answer. 3.RL.i3 Support inferences, opinions, and conclusions using evidence from the text including illustrations.
RL.3.2	Recount and paraphrase 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 text. 3.RL.i1 Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures. 3.RL.k1 Use details to recount stories, including fables and folktales from diverse cultures. 3.RL.k3 Use information in the text to determine and explain a lesson learned by a character or theme within the story.
RL.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.RL.h2 Explain how characters' actions contribute to the sequence of events/plot. 3.RL.l1 Describe a character's traits in a story using details from the text and illustrations. 3.RL.l2 Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text. 3.RL.l3 Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text. 3.RL.l4 Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions). 3.RL.m1 Analyze how a character's point of view influences a conflict within a text.
	Craft and Structure
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 3.RWL.k2 Determine the meaning of literal and nonliteral words and phrases as they are used in a text. 3.RWL.j4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RL.3.5	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.RL.j2 Identify how the structure of a poem is different than a story (e.g., rhyme shorter than stories; stanza instead of paragraph). 3.RL.j3 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).
RL.3.6	Distinguish one's own point of view from that of the narrator or those of the characters and include works by and about American Indians.

	<p>3.RL.j4 Identify narrator or character's point of view.</p> <p>3.RL.j5 Identify own point of view.</p> <p>3.RL.j6 Distinguish their own point of view from that of the narrator or those of the characters.</p>
	Integration of Knowledge and Ideas
RL.3.7	<p>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).</p> <p>3.RL.i3 Support inferences, opinions, and conclusions using evidence from the text including illustrations.</p> <p>3.RL.m2 Use descriptive words and illustrations/visuals from a story, read or viewed, to explain the mood in a given part of the story.</p>
RL.3.8	<p>(Not applicable to literature)</p> <p>Not applicable</p>
RL.3.9	<p>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).</p> <p>3.HD.h2 Compare two or more texts or adapted texts on the same topic or by the same author.</p>
	Range of Reading and Level of Text Complexity
RL.3.10	<p>By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.</p> <p>3.HD.h1 Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts or adapted text.</p>

	Montana's English Language Arts Content Standards – 3 rd Grade
	Reading Standards for Informational Text
	Key Ideas and Details
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI.i1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI.i3 Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
RI.3.2	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea. 3.RI.i2 Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. 3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RI.n1 Identify facts that an author uses to support a specific point or opinion.
RI.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 and include texts by and about American Indians. No CCCs developed for this standard.
	Craft and Structure
RI.3.4	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.RWL.j4 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.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 3.RI.h1 Identify the purpose of a variety of text features. 3.RI.h2 Use text features (keywords, glossary) to locate information relevant to a given topic or question. 3.RI.h3 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.
RI.3.6	Distinguish one's own point of view from that of the author of a text. 3.RI.k1 Identify the author's purpose in an informational text. 3.RI.k2 Identify own point of view about a topic. 3.RI.k3 Compare own point of view to that of the author.
	Integration of Knowledge and Ideas
RI.3.7	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.RI.h4 Use illustrations (e.g., maps, photographs) in informational texts to answer questions. 3.RI.l1 Identify information learned from illustrations and information learned from the words in an informational text.

	<p>3.RI.i2 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).</p> <p>3.RI.i3 Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.</p>
RI.3.8	<p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>3.RI.j1 Identify signal words that help determine what the text structure is in an informational text.</p> <p>3.RI.j2 Describe the connection between sentences and paragraphs in a text.</p>
RI.3.9	<p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>3.HD.h2 Compare two or more texts on the same topic or by the same author.</p> <p>3.RI.m2 When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.</p>
Range of Reading and Level of Text Complexity	
RI.3.10	<p>By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.</p> <p>3.HD.h1 Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts.</p>

	Montana's English Language Arts Content Standards – 3 rd Grade
	Reading Standards: Foundational Skills
	Phonics and Word Recognition
RF.3.3	<p>Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Apply knowledge of the six syllable types to read grade-level words accurately.</p> <p>d. Read grade-level appropriate irregularly spelled words.</p> <p>3.RWL.g1 Identify the meaning of most common prefixes.</p> <p>3.RWL.g2 Identify the meaning of most common suffixes.</p> <p>3.RWL.g5 Decode multi-syllable words.</p> <p>3.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words.</p> <p>3.RWL.g3 Decode regularly spelled one-syllable words with long vowels.</p> <p>3.RLW.g4 Decode regularly spelled two-syllable words with long vowels.</p>
	Fluency
RF.3.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>3.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.</p> <p>3.RWL.h2 Identify grade level words with accuracy.</p> <p>3.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</p> <p>3.RWL.i1 Use context to confirm or self-correct word recognition.</p>

	Montana's English Language Arts Content Standards – 3 rd Grade
	Writing Standards
	Text Types and Purposes
W.3.1	<p>Write opinion pieces on topics or texts, using reasons to support one's point of view.</p> <p>a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>3.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.</p> <p>3.WP.l1 Provide reasons or facts that support a stated opinion.</p> <p>3.WP.m1 Use linking words and phrases that connect the opinions and reasons.</p> <p>3.WP.n1 Provide a concluding statement or section.</p>
W.3.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>3.WI.m1 Introduce a topic and group related information together.</p> <p>3.WI.o1 Develop the topic (e.g., offer additional information which supports the topic) by using relevant facts, definitions, and details.</p> <p>3.WI.p1 Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.</p> <p>3.WI.l3 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>3.WI.q1 Provide a concluding statement or section to summarize the information presented.</p>
W.3.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>3.WL.j1 Establish the situation by setting up the context for the story and introduce a narrator and/or characters.</p> <p>3.WL.j2 Sequence events in writing that unfold naturally.</p> <p>3.WL.k1 When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story.</p> <p>3.WL.l1 Use temporal words and phrases to signal event order.</p> <p>3.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.</p>

Production and Distribution of Writing	
W.3.4	<p>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.)</p> <p>3.WI.s1 With guidance and support from adults, produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</p> <p>3.WL.o1 With guidance and support from adults, produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience.</p> <p>3.WP.p1 With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose.</p>
W.3.5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p>3.WP.j3 With guidance and support from peers and adults, develop a plan for writing.</p> <p>3.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).</p> <p>3.WI.l1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</p> <p>3.WL.i2 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).</p> <p>3.WI.l6 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</p> <p>3.WL.o2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).</p> <p>3.WI.s2 With guidance and support from peers and adults, strengthen writing by revising.</p> <p>3.WP.j5 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, provide a meaningful conclusion).</p> <p>3.WP.p2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening argument).</p> <p>3.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.</p> <p>3.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.</p> <p>3.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.</p>
W.3.6	<p>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.</p> <p>3.WA2 With guidance and support from adults, use technology to produce and publish writing (e.g., use internet to gather information; use word processing to generate and collaborate on writing).</p> <p>3.WA1 Develop keyboarding skills</p>

	Research to Build and Present Knowledge
W.3.7	Conduct short research projects that build knowledge about a topic. Include sources by and about American Indians. 3.WI.I5 Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories and include sources by and about American Indians. 3.WP.i1 Recall relevant information from experiences for use in writing. 3.WL.h1 Recall information from experiences for use in writing. 3.WP.j1 Gather facts (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources. 3.WL.i1 Gather information (e.g., highlight in text, quote, or paraphrase from text) from print and/or digital sources. 3.WI.k1 Gather information (e.g., highlight, quote, or paraphrase from source) from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3.WI.k2 Use text features and search tools (e.g., key words, 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 paragraph/essay). 3.WI.k3 Locate important points on a single topic from two informational texts or sources. 3.WI.n1 Identify key details in an informational text. 3.WP.j2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources. 3.WI.l2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources. 3.WP.j4 Sort evidence collected from print and/or digital sources into provided categories. 3.WI.l4 Sort evidence collected from print and/or digital sources into provided categories. 3.WL.i3 Take brief notes and categorize information(e.g., graphic organizers, notes, labeling, listing) from sources.
W.3.9	(Begins in grade 4) Not applicable
	Range of Writing
W.3.10	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. No CCCs developed for this standard.

	Montana's English Language Arts Content Standards – 3 rd Grade
	Writing Standards: Foundational Skills
	Sound-letter Basics and Handwriting
WF.3.1	Demonstrate and apply handwriting skills. a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation. No CCCs developed for this standard.
WF.3.2	Standard ends at grade 2. Not applicable.
	Spelling
WF.3.4	Know and apply spelling conventions and patterns. a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families). b. Identify language of origin for words, as noted in dictionaries. c. Spell singular and plural possessives (e.g., teacher's, teachers'). d. Spell regular two-and three-syllable words that: 1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le. 2. Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion). e. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including: 1. Irregular words. 2. Pattern-based words. No CCCs developed for this standard.

	Montana's English Language Arts Content Standards – 3 rd Grade
	Speaking and Listening Standards
	Comprehension and Collaboration
SL.3.1	<p>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.</p> <p>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.</p> <p>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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding based on the discussion.</p> <p>3.HD.i1 Provide evidence of being prepared for discussions on a topic, text, through appropriate statements made during discussion.</p> <p>3.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.</p> <p>3.HD.i3 Link personal ideas and comments to the ideas shared by others in collaborative discussions.</p> <p>3.HD.i4 Express ideas and understanding in light of collaborative discussions.</p>
SL.3.2	<p>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.</p> <p>3.RI.k2 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.</p> <p>3.RI.i2 Determine the main idea of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.RI.i3 Identify supporting details of an informational text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
SL.3.3	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>3.RI.k4 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail</p>
	Presentation of Knowledge and Ideas
SL.3.4	<p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and include sources by and about American Indians.</p> <p>3.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details.</p> <p>3.WP.m2 Elaborate on each fact or opinion given in support of a claim with relevant details.</p>
SL.3.5	<p>Create 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.</p> <p>3.WA.4 Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.</p>

SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) No CCCs developed for this standard.
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	Montana's English Language Arts Content Standards – 3 rd Grade
	Language Standards
	Conventions of Standard English
L.3.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p>j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.</p> <p>3.WA.4 Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences.</p> <p>3.WA.6 Write sentences using nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), and adjectives and/or adverbs.</p> <p>3.WA.7 Write sentences using correct subject-verb and pronoun-antecedent agreement.</p> <p>3.WA.5 Use simple and compound sentences in informative/explanatory writing.</p>
L.3.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>3.WA.8 Capitalize words in holidays, product names, geographic names, and appropriate words in a title.</p> <p>3.WA.11 Use commas accurately in addresses or dialogue within writing.</p> <p>3.WA.9 Use quotation marks within writing.</p> <p>3.WA.10 Use conventional spelling (e.g., sitting, smiled, cries) and spelling patterns (e.g., word families, syllable patterns, ending rules) in writing high frequency and/or previously learned words.</p> <p>2.WA.14 Capitalize dates, name of people, holidays, product names, and geographic names.</p>
	Knowledge of Language
L.3.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written Standard English.</p> <p>3.WA.12 Choose words and phrases for appropriate effect (e.g., to inform) within writing.</p>

Vocabulary Acquisition and Use	
L.3.4	<p>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.</p> <p>a. 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).</p> <p>b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>c. Use sentence-level context as a clue to the meaning of a word or phrases.</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>3.RWL.i2 Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.</p> <p>3.RWL.g7 Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>3.RWL.g6 Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>3.RWL.i3 Use a glossary or dictionary to determine the meaning of a word.</p>
L.3.5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their uses (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</p> <p>3.RWL.k1 Distinguish literal from non-literal meanings of words and phrases in context.</p> <p>3.RWL.j1 Use newly acquired words in real-life context.</p> <p>3.RWL.i4 Identify and sort shades of meaning words from general to specific or lesser to specific.</p>
L.3.6	<p>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).</p> <p>3.RWL.j2 Use newly acquired conversational and general academic words and phrases accurately.</p> <p>3.RWL.j3 Use newly acquired domain-specific words and phrases accurately.</p> <p>3.WA.13 Use grade appropriate general academic and domain-specific vocabulary accurately within informational writing.</p>