

MCS Third Grade MS CCR ELA Standards by Nine Weeks

First Nine Weeks Standards:

Reading Literature: 3.RL.1; 3.RL.2; 3.RL.3; 3.RL.4; 3.RL.5; 3.RL.6; 3.RL.7; 3.RL.10

Reading Informational Text: 3.RI.1; 3.RI.2; 3.RI.3; 3.RI.4; 3.RI.6; 3.RI.7; 3.RI.8; 3.RI.9; 3.RI.10

Reading Foundational Skills: 3.RF.3a,b,c,d; 3.RF.4a,b,c

Writing: 3.W.1a; 3.W.2; 3.W.3a,d; 3.W.4; 3.W.5; 3.W.6; 3.W.7; 3.W.8; 3.W.10

Speaking and Listening: 3.SL.1a,b,c,d; 3.SL.2; 3.SL.3; 3.SL.4; 3.SL.5; 3.SL.6

Language: 3.L.1a,b,c,d,e,f,g,h,I; 3.L.2a,b,e,f,g; 3.L.3a,b; 3.L.4a,c,d; 3.L.5a,b,c; 3.L.6

Second Nine Weeks Standards:

Review Skills:

Reading Literature: 3.RL.1; 3.RL.2; 3.RL.3; 3.RL.4; 3.RL.5; 3.RL.6; 3.RL.7; 3.RL.10

Reading Informational Text: 3.RI.1; 3.RI.2; 3.RI.3; 3.RI.4; 3.RI.6; 3.RI.7; 3.RI.8; 3.RI.9; 3.RI.10

Reading Foundational Skills: 3.RF.3a,b,c,d

Writing: 3.W.1a; 3.W.2; 3.W.3a,d; 3.W.4; 3.W.5; 3.W.6; 3.W.7; 3.W.8; 3.W.10

Speaking and Listening: 3.SL.1a,b,c,d; 3.SL.2; 3.SL.3; 3.SL.4; 3.SL.5; 3.SL.6

Language: 3.L.1a,b,c,d,e,f,g,h,i; 3.L.2a,b,e,f,g; 3.L.3a,b; 3.L.4a,c,d; 3.L.5a,b,c; 3.L.6

New Skills:

Reading Literature: 3.RL.9

Reading Informational Text: 3.RI.5

Reading Foundational Skills: 3.RF.4d

Writing: 3.W.1b,c,d; 3.W.2a,b,c,d; 3.W.3b,c

Language: 3.L.2c,d; 3.L.4b

Third Nine Weeks Standards:

Review Skills:

Reading Literature: 3.RL.1; 3.RL.2; 3.RL.3; 3.RL.4; 3.RL.5; 3.RL.6; 3.RL.7; 3.RL.9; 3.RL.10

Reading Informational Text: 3.RI.1; 3.RI.2; 3.RI.3; 3.RI.4; 3.RI.5; 3.RI.6; 3.RI.7; 3.RI.8; 3.RI.9; 3.RI.10

Reading Foundational Skills: 3.RF.3a,b,c,d; 3.RF.4d

Writing: 3.W.1a,b,c,d; 3.W.2a,b,c,d; 3.W.3a,b,c,d; 3.W.4; 3.W.5; 3.W.6; 3.W.7; 3.W.8; 3.W.10

Speaking and Listening: 3.SL.1a,b,c,d; 3.SL.2; 3.SL.3; 3.SL.4; 3.SL.5; 3.SL.6

Language: 3.L.1a,b,c,d,e,f,g,h,i; 3.L.2a,b,c,d,e,f,g; 3.L.3a,b; 3.L.4a,b,c,d; 3.L.5a,b,c; 3.L.6

Fourth Nine Weeks Standards:

Review Skills:

Reading Literature: 3.RL.1; 3.RL.2; 3.RL.3; 3.RL.4; 3.RL.5; 3.RL.6; 3.RL.7; 3.RL.9; 3.RL.10

Reading Informational Text: 3.RI.1; 3.RI.2; 3.RI.3; 3.RI.4; 3.RI.5; 3.RI.6; 3.RI.7; 3.RI.8; 3.RI.9; 3.RI.10

Reading Foundational Skills: 3.RF.3a,b,c,d

Writing: 3.W.4; 3.W.5; 3.W.6; 3.W.7; 3.W.8; 3.W.10

Speaking and Listening: 3.SL.2; 3.SL.3; 3.SL.4; 3.SL.5; 3.SL.6

Language: 3.L.1a,b,c,d,e,f,g,h,i; 3.L.2g; 3.L.4c,d; 3L.5c ; 3.L.6

New Skills:

Reading Foundational Skills: 3.RF.4e

Writing: 3.W.1e,f,g,h; 3.W.2e,f,g,h; 3.W.3e,f,g,h

Speaking and Listening: 3.SL.1e,f,g,h

Language: 3.L.2h,I,j; 3.L.3e,f; 3.L.4g,h; 3L.5d,e

CCR Anchor Standard	MS CCR Standard	Mastery	“I Can” Statements	Clarifications
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.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer	<p>1* 2 3* 4*</p> <p>1* 2* 3* 4*</p> <p>1 2* 3* 4*</p>	<p>I can ask questions to demonstrate understanding of a text.</p> <p>I can answer questions to demonstrate understanding of a text.</p> <p>I can refer to the text to answer questions.</p>	<p>Third grade students continue asking and answering questions to show they understand a text, and they are required to refer to the text to support their answers. The genre of myths is added at this level and students are asked to both retell and explain how key details communicate the message. They must be more specific in telling about characters concentrating on their traits, motivations, or feelings. The focus is on how characters influence plot development.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Who are the characters in this story? • What are the most important events that happened in the story? How do you know? • What lesson is this story teaching you? • Where did the story take place? How do you know? • Can you tell me how the character is feeling in this part of the story? • Can you find the reasons why the character acted this way? • How does this character affect what happens in the beginning or at the end of the story?

<p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>1* 2* 3* 4*</p>	<p>I can identify characters in a story.</p>	<p>Third grade students are required to tell the meaning of words and phrases in a text, noting the differences between literal and nonliteral language. They continue to build on story structure when writing or speaking by describing how various parts build on one another not only in stories, but in dramas and poems. At this level, students are required not only to establish the point of view but tell how their own point of view is different from the narrator’s or the characters. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What do you do when you come to words you do not know? (Use context) • Why did the author choose this word? Does this word have other meanings than the way the author used it? • Can you tell me what the parts of this story are called (chapters, stanzas, scenes) and how they are connected or
<p>1* 2* 3* 4*</p>	<p>I can explain how character traits, motivations, or feelings relate to the sequence of events in the story.</p>			
<p>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.</p>	<p>3.RL.4 Determine the meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>1 2 3* 4*</p>	<p>I can determine the meaning of words and phrases that are used in a text.</p>	
<p>1* 2* 3* 4*</p>	<p>I can distinguish between literal and nonliteral language used in a text.</p>			
<p>Analyze the structure of texts, including how specific sentences,</p>	<p>3.RL.5 Refer to parts of stories,</p>	<p>1 2* 3* 4*</p>	<p>I can identify parts of a story.</p>	

<p>paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successful part builds on earlier selections.</p>	<p>1 2* 3* 4*</p> <p>1 2 3* 4*</p> <p>1 2* 3* 4*</p> <p>1* 2* 3* 4*</p> <p>1 2* 3* 4*</p>	<p>I can refer to parts of a story (chapters, etc.) to describe how the story is structured.</p> <p>I can identify parts of a drama/play.</p> <p>I can refer to the parts of a drama/play (scenes) to describe how the drama is structured.</p> <p>I can identify a poem.</p> <p>I can refer to the parts of a poem (stanza/verse) to describe how the poem is structured.</p>	<p>organized (time order, topic)?</p> <ul style="list-style-type: none"> • Think about what you read. Do you agree with the way the characters are thinking in this story? Do you agree with the way the narrator is thinking in this story? How is your thinking the same or different?
<p>Assess how point of view or purpose shapes the content and style of a text.</p>	<p>3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>1 2* 3* 4*</p> <p>1 2* 3* 4*</p>	<p>I can identify points of views of characters or narrators.</p> <p>I can distinguish my point of view from those of the characters or narrators.</p>	<p>Third grade students must integrate pictures and written text to better understand different aspects of a story such as the mood, setting, and the characters. Students are required to find similarities and differences in books with the same author and characters.</p>
<p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>3.RL.7 Explain how specific aspects of a text’s illustrations contribute to what it conveyed by the words in a story (e.g., create mood, emphasize</p>	<p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p>	<p>I can identify the mood of a character or setting.</p> <p>I can explain how illustrations relate to the words in the story and contribute to the mood of the character or setting.</p>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What do the illustrations tell you about the mood of this book? Can you find where the mood is described in the story? How do the pictures help you understand the description of the mood? • Look at these two books in the same series. What is the same about the setting in the two stories? What is different? • How did these specific characters solve the problem in

	aspects of a character or setting).			different ways across this series of stories? • How are the problems these specific characters face similar across this series of stories?
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.RL.8 (Not applicable to literature)		(Not applicable to literature)	
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.RL.9 Compare and contrast the themes, setting, and plots of stories written by the same author about the same or similar characters (E.g., in books from a series)	2 3 4*	I can compare and contrast the themes of multiple stories written by the same author about the same or similar characters.	Third grade students are capable of reading and understanding a variety of literature at the higher end of grades 2 and 3 instructional reading level independently. “The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade ‘staircase’ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.” “Students also acquire the habits of reading independently and closely, which are essential to their future success.” Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.
		2 3 4*	I can compare and contrast the settings of multiple stories written by the same author about the same or similar characters.	
		2 3 4*	I can compare and contrast the plots of multiple stories written by the same author about the same or similar characters.	

Read and comprehend complex literary and informational texts independently and proficiently.	3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high of the grades 2-3 text complexity band independently and proficiently.	1 2 3 4*	At the end of the year, I can proficiently and independently read and comprehend stories, drama, and poetry at the high-end of my grade level.	
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Reading: Informational Text **3.RI**

CCR Anchor Standard	MS CCR Standard	Mastery	“I Can” Statements	Clarifications												
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.RI.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<table border="0"> <tr><td>1</td><td>2</td><td>3*</td><td>4*</td></tr> <tr><td>1</td><td>2</td><td>3*</td><td>4*</td></tr> <tr><td>1</td><td>2</td><td>3*</td><td>4*</td></tr> </table>	1	2	3*	4*	1	2	3*	4*	1	2	3*	4*	<p>I can ask questions to demonstrate understanding of informational text.</p> <p>I can answer questions to demonstrate understanding of informational text.</p> <p>I can refer to informational text to answer questions</p>	Students ask and answer questions to show they understand the text. They use specific details in the text to support their answers. In the Classroom: Using a shared text, the teacher provides a short list of text-dependent questions. He/she models how to find the answers to the text-dependent questions in the text. The teacher highlights where the answers are found in the text. The teacher uses chart paper to record students’ questions about a shared text as they read. After reading, students return to the chart and answer text dependent questions. Students record answers in response journals. Students use clearly stated details from the text to support their answers.
1	2	3*	4*													
1	2	3*	4*													
1	2	3*	4*													
Determine central ideas or themes of a text and analyze their	3.RI.2: Determine the main idea of a	<table border="0"> <tr><td>1</td><td>2</td><td>3*</td><td>4*</td></tr> </table>	1	2	3*	4*	I can determine the main idea of informational text.	Students establish the main idea of an informational text. They tell important details in sequential order and explain how the details strengthen the author's main								
1	2	3*	4*													

development; summarize the key supporting details and ideas.	text; recount the key details and explain how they support the main idea.	1 2 3* 4* 1 2 3* 4*	I can identify the key details of informational text. I can explain how the details support the main idea of informational text.	idea. In the Classroom: Using a shared text, the teacher models for students marking words and phrases that provide clues to figuring out the main idea. Students work independently using another text. The teacher introduces the text by telling the students the main idea of the text. He/she sets the purpose for reading by telling students they are going to look for details the author uses to describe or support the main idea. The teacher works with students to record key details on a class anchor chart. After reading, the teacher uses the information on the anchor chart to guide the class through the process of how the author worked towards supporting the main idea
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	3.RI.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.	1 2 3 4* 1 2 3 4* 1 2 3 4*	I can describe the relationship between a series of historical events in a text using language that pertains to time, sequence, and cause and effect. I can describe the relationship between scientific ideas or concepts in a text using language that pertains to time, sequence, and cause and effect. I can describe the relationship between a series of steps in technical procedures using language that pertains to time, sequence, and cause and effect.	Students explain the relationship within a series of historical events, scientific ideas or concepts, or steps in a technical procedure. Students use words that are relevant to time, sequence, and cause/effect. In the Classroom: The teacher provides texts on a scientific concept, a historical event, or a technical procedure. Students use flowcharts to illustrate the series, steps, ideas, or concepts. Next to the arrows, students describe and explain the connections. The teacher models with a shared text how to determine the organization of a text by cause/effect. He/she reads the text and highlights signal words that indicate cause/effect.
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how	3.RI.4: Determine the meaning of general academic and domain-specific words and	1 2 3 4*	I can determine the meaning of specific vocabulary words and phrases in informational text relevant to a grade three topic or subject area.	Students examine the text to figure out the meaning of words and phrases appropriate to third grade topics and subject areas, using the context to inform their thinking. In the Classroom: Using a shared text, the teacher models for students how to determine the meaning of an unfamiliar word. The teacher models how to look “all around the word” for clues to help

<p>specific word choices shape meaning or tone.</p>	<p>phrases in a text relevant to a <i>grade three topic or subject area.</i></p>			<p>determine the meaning. The teacher introduces new text. Students record unknown words from the text on sticky notes and work in partners or small groups to “figure out” the meaning, using clues in the text. The teacher monitors students as they are working through the unfamiliar words and provides support as needed through modeling and questioning. The teacher chooses an informational text on a grade 3 topic and makes a list of vocabulary words students will encounter. As students read the text, the teacher asks them to find any other words that might add to their understanding of the topic. Students highlight them in their text and try to figure out the meanings using context clues. They check to see whether they were correct; if not, they add the meaning with a synonym and a visual if possible. The teacher creates a word wall as a visual for the content words.</p>
<p>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</p>	<p>3.RI.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>1* 2* 3* 4* 1 2 3 4*</p>	<p>I can use text features to locate information relevant to a given topic. I can use search tools to locate information relevant to a given topic.</p>	<p>Students use text features and search tools such as key words, sidebars, and hyperlinks to help them find information specific to a topic quickly and easily. In the Classroom: The teacher guides students to preview the text features in a book or search tools in a website. The teacher asks students: What features do you see? What are they for? How do they help you understand the text? Then the teacher charts their responses for future reference. The teacher provides students with numerous examples of informational texts. Students work independently to identify text features and record them in response journals. Students share them with a small group and discuss why the text features are useful to the reader. The teacher sets the purpose for reading by telling the students he/she is interested in learning something specific about _____ from this text. With this purpose set, the teacher models for students the relevant text features of the text or search tools in the website. The teacher demonstrates how to use them to locate what</p>

				he/she is searching for. The teacher Invites the students to search for something specific from the text. Students explain their processes of finding the information either orally or in written form.
Assess how point of view or purpose shapes the content and style of a text	3.RI.6: Distinguish their own point of view from that of the author of a text.	1 2 * 3* 4*	I can distinguish my point of view from that of the author of the text.	Students identify the author’s point of view and determine how it is similar to and different from their own points of view. In the Classroom: The teacher creates a T-chart with the heading’s “author” and “self.” The teacher reads an informational text and annotates the text, noting details that reveal the author’s thoughts, feelings, and/or perspective. The teacher notes the details on the T-chart. Then the teacher models aloud how she/he feels about the same topic and records the details on the other side of the T-chart. The teacher uses the T-chart to create a sentence distinguishing the author’s viewpoint from his/her own. Students use a new text to complete a T-chart and create sentences of the two viewpoints, following the teacher’s example. point of view – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument Grade 3 ELA Standards, Clarifications and Glossary 14 After reading an informational text, students create a three-flap foldable. Students write the topic under the first flap, the author’s viewpoint under the second flap, and their own viewpoint of the topic under the third flap. Students share their foldables with partners.
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well	3.RI.7: Use information gained from illustrations (e.g., maps, photographs)	1 * 2* 3* 4*	I can use information gained from illustrations (maps, photographs, etc.) and the words in a text to demonstrate understanding of a text (<i>where, when, why, and how</i> key events occur).	Students use the words in a text and information they learned from illustrations (maps, photographs) to show they understand the text, including where, when, how, and why key events occur. In the Classroom: As students read an informational text, they annotate what

as in words.	and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).			each illustration shows using one sticky note for each illustration. Students also note the important information and key details from the text using sticky notes. Students share their thinking in groups. The teacher provides a text to students with the text features missing. Students add appropriate, relevant text features. The teacher might also provide students with a text feature like a chart or a diagram. Students then write relevant text about the text feature.
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.RI.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	1* 2* 3* 4*		Students explain how the author creates relationships between ideas using sentences and paragraphs to convey particular points in the text. Relationships include cause/effect, comparisons, or first/second/third in a sequence. In the Classroom: During a shared reading, the teacher models aloud how to determine the organizational pattern (comparison, cause/effect, first/second/third) between paragraphs or sentences by discussing and highlighting signal words. Students read a short text and highlight the signal words that help them determine how the sentences and paragraphs relate. Students share their findings. The teacher gives students three organizational patterns (comparison, cause/effect, first/second/third). Students work in pairs to read various paragraphs and sets of sentences to determine how they are connected. Students place the paragraphs and sentences in the correct category.
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.RI.9: Compare and contrast the most important points and key details presented in two texts on the same topic.	1 2 3 4*	I can compare and contrast the most important points and key details presented in two texts on the same topic.	Students explain the similarities and differences of the key points and details provided in two texts on the same topic. In the Classroom: The teacher chooses two informational texts on the same topic. The teacher divides the students into two groups and assigns a text. Each group works to determine the text's important ideas and key details. Students record the information on posters and display them. After both posters are shared, each group creates a graphic organizer comparing/contrasting the two texts based on the

				information shared. Students work in pairs to read two informational texts on the same topic. One student underlines the differences in ideas and key details between the two texts in one color, and the other student underlines the similarities in the ideas and key details in another color. The students then report the similarities and differences in ideas and key details through talking, writing, or recording.
Read and comprehend complex literary and informational texts independently and proficiently.	3.RI.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.	1 2 3 4*	I can read and interpret informational text (history, social studies, science, technical text) on or above grade with proficiency.	<p>By the end of grade 3, students competently read and understand informational texts on the high end of the 2-3 text complexity band (Lexile: 420-820). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p>The teacher creates a text set with a range of complexities on a nonfiction topic related to the class' anchor text. The teacher provides students with the opportunity to self-select texts from the set for independent reading. Each student writes one sentence about what he/she has learned. The teacher collects the sentences and combines them into a class booklet about the topic, making it available for students to read throughout the year.</p>

CCR Anchor Standard	MS CCR Standard	Mastery	“I Can” Statements	Clarifications
Not applicable	3.RF.1 Not applicable		Not applicable	Students continue learning specific strategies for decoding words in texts. Learning prefixes and suffixes along with Latin suffixes enhances decoding, spelling ability, and vocabulary development. Use questions and prompts such as: <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look at the end of the word and try that again. • Look for chunks you know and say them. • Look at the word, does it look like ...? • You said ...does it look like ?
Not applicable	3.RF.2 Not applicable		Not applicable	
Phonics and Word Recognition	3.RF.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 multi-syllable words. d. Read grade-appropriate irregularly spelled words.	1 2 3* 4*	I can identify common prefixes.	
		1 2 3* 4*	I can identify derivational suffixes.	
		1 2 3* 4*	I can identify base words/root words.	
		1 2 3* 4*	I can demonstrate the understanding of the meaning of common prefixes.	
		1 2 3* 4*	I can demonstrate the understanding of the meaning of derivational suffixes.	
		1 2* 3* 4*	I can decode words with common Latin suffixes.	
1 2* 3* 4*	I can separate words into syllables.			

		1 2* 3* 4*	I can decode multi-syllable words.	
		1 2* 3* 4*	I can apply my knowledge of affixes, base words, multi-syllable words to read grade-appropriate irregularly spelled words.	
Fluency	<p>3.RF.4 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.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p> <p>1 2 3* 4*</p>	<p>I can read with a purpose grade-level text and demonstrate understanding.</p> <p>I can read grade-level prose and poetry with accuracy, appropriate rate, and expression on successive readings to demonstrate fluency.</p> <p>I can apply the use of context to confirm or</p>	<p>Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage still benefit from opportunities to read texts multiple times at an independent level.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Make your reading sound like the characters are talking. • Go back and reread when it doesn't sound or look like you think it should

		1* 2* 3* 4*	self-correct word recognition. I can recognize when rereading is necessary in order to demonstrate understanding.	
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Writing **3.W**

CCR Anchor Standard	MS CCR Standard	Mastery	“I Can” Statements	Clarifications
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.			Third grade students should write opinion pieces that clearly state their preferences and supply the reasoning for their thinking. In doing so, students need to understand how their reasoning supports their opinion and be able to share this thinking. Students also begin to build an argument by linking their ideas together.
	a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	1 2* 3* 4*	I can contrast fact from opinion.	Students need to engage in behaviors (turn and talk, small group discussion, and writing and speaking activities) that lead to the expression of ideas both verbally and in writing: Students will also need a purposeful focus on choice-making throughout ELA. For example, third grade students need to be able to choose facts, definitions, and details to use within their writing that clarify their thinking about a topic. Third grade students are required to include both an introduction and a concluding statement or section in their writing. Students continue to build strategies for introducing concepts (such as beginning with a fact, dialogue, or question about the topic) and concluding their thoughts (learning to write summary statements) when writing. They use transitional words to show order of events and write with complex sentences to link the parts of their writing together. Third grade students write informative/explanatory pieces as well. In order to do so, students need strategies for researching a topic (gathering data), selecting relevant information (note
		1 2 3* 4*	I can identify a topic or point of view of a given piece of text.	
		1 2 3* 4*	I can write a topic sentence that states an opinion.	
b. Provides reasons that support the opinion.	1 2 3* 4*	I can create an organizational structure of reasons that support that opinion.		
	c. Use linking words and			

	<p>phrases (e.g. <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>1 2 3* 4*</p> <p>1 2 3* 4*</p> <p>1 2 3* 4</p>	<p>I can provide several reasons that support the stated opinion.</p> <p>I can use linking words and phrases to connect opinions and reasons.</p> <p>I can write a concluding statement or statements.</p>	<p>taking), grouping like ideas, and developing a way to present the ideas from beginning to end (format and organization of written presentation).</p> <p>Third grade students write real and imaginative stories and students are expected to use description to show characters' thoughts and feelings as well as the details of characters' interaction through dialogue. As students develop characters and use dialogue, they will need to understand how to introduce characters and how to engage characters in conversation in their writing.</p>
<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>3.W.2 Write informational/explanatory texts to examine a topic and convey ideas and information.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the</p>	<p>2 3 4*</p> <p>2 3 4*</p>	<p>I can create a topic sentence and write related sentences that support the topic.</p> <p>I can produce illustrations that clarify comprehension of the topic/content.</p>	

	<p>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>2 3 4*</p> <p>2 3 4*</p> <p>2 3 4*</p>	<p>I can write an informative or explanatory text and develop the topic with facts, definitions, and details.</p> <p>I can apply the use of linking words and phrases to connect my ideas within the categories of information.</p> <p>I can write a concluding statement or statements to support my topic.</p>	
<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p>	<p>3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a</p>	<p>1 2 3 4*</p>	<p>I can identify</p>	

<p>situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>1 2 3 4*</p>	<p>elements of a story.</p> <p>I can create the elements of a story to establish a situation that introduces a narrator and/or characters and organize events in a natural sequence.</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>1 2 3 4*</p>	<p>I can demonstrate the appropriate use of quotation marks as used in character dialogue.</p>	
<p>c. Use temporal words and phrases to signal event order.</p>	<p>1 2 3 4*</p>	<p>I can develop the use of character dialogue in a narrative piece.</p> <p>I can describe the actions, thoughts, and feelings of the characters to show their experiences and how they respond to events in the story.</p>	
<p>d. Provide a sense of closure.</p>	<p>1 2 3 4*</p>	<p>I can time-order words and phrases to demonstrate sequential order of events.</p>	
	<p>1 2 3 4*</p>	<p>I can write an</p>	

			appropriate group of sentences to provide closure to the narrative story.	
Provide clear and coherent writing in which the development, organization, and style are appropriate to talk, purpose, and audience.	3.W.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).	1 2 3 4*	I can produce writing (with guidance and support) that is organized to a specific task and/or purpose (topic).	
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing	1 2 3 4* 1 2 3 4* 1 2 3 4*	I can develop my writing through the writing process (planning, revising, and editing) with guidance and support. I can edit my work to demonstrate proper conventions and language use. I can revise my work by adding/deleting words, phrases and sentences that strengthen my writing piece.	
Use technology, including the	3.W.6 With	1 2 3 4*	I can publish my	

internet, to produce and publish writing and interact and collaborate with others	guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	1 2 3 4*	work by using technology such as computer writing programs. I can share my writing through interactions and collaborations with others.	
Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of subject under investigation.	3.W.7 Conduct short research projects that build knowledge about at topic.	1 2 3 4* 1 2 3 4* 1 2 3* 4	I can choose a topic to research. I can list facts about the chosen topic. I can demonstrate knowledge of the topic by writing, illustrating, performing, journaling, constructing, collecting, etc.	Third grade students are required to expand upon the shared research experience in grade 2 by researching a topic on their own. In grade 3, students learn how to locate information from print and digital sources as well as integrate information from their own experiences. They take notes and organize their information into categories provided by the teacher. At this level, students are gathering information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes. Third grade students need to know how to choose online sources and how to select the information they need from each source. They also need to know how to link the new information they learn online with offline sources. Items such as, graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate technical tools will be helpful to students.
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.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	1 2 3* 4 1 2 3 4*	I can recite information about a topic based on personal experience(s) or information collected from literature, media, etc. I can sort this information into categories that are	

			provided.	
Draw evidence from literary or informational texts to support analysis, reflection, and research	3.W.9: Begins in Grade 4			
	3.W.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.	1 2 3 4	I can write routinely from a single day sitting through several days of the writing process.	
		1 2 3 4	I can write to research, reflect, and revise.	
		1 2 3 4	I can write to demonstrate a range of specific tasks, purposes, and audiences.	

Speaking and Listening

3.SL

CCR Anchor Standard	MS CCR Standard	Mastery	“I Can” Statements	Clarifications
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing own clearly and persuasively.	3.SL.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			Students in grade three will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers’ idea, sharing the floor, etc). Third grade students will also determine the main idea and supporting details of a text read aloud or information presented in multiple formats.

	<p>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 in light of the discussion.</p>	<p>1 2* 3* 4*</p> <p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p>	<p>I can meet with a group and execute a discussion based on the assigned materials that I have read and studied.</p> <p>I can build on information that has been presented in a group discussion.</p> <p>I can follow the rules that have been agreed upon for a discussion (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>I can check my understanding of</p>	
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		1* 2* 3* 4*	information presented in a group by asking questions.	
		1* 2* 3* 4*	I can stay on a topic.	
		1* 2* 3* 4*	I can connect my comments to the ideas of others.	
		1 2* 3* 4*	I can explain my ideas and understanding of the key ideas expressed in the discussion.	
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	3.SL.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	1 2* 3* 4*	I can listen to text read aloud and determine the main idea and supporting details.	At this level, students should also be able to listen carefully to what a speaker says and then ask questions to clarify what they heard. If something is not understood, students should be able to elaborate and provide details to build upon the speaker's response.
		1 2* 3* 4*	I can determine main idea and supporting details of information presented in diverse media formats, including visually, quantitatively, and orally.	
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	1 2 3* 4*	I can listen to a speaker and ask and answer relevant and appropriate questions about the information presented.	
				Third graders move from describing and storytelling to

<p>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</p>	<p>3.SL.4 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.</p>	<p>1 2 3* 4*</p>	<p>I can 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.</p>	<p>reporting on a topic or a grade-appropriate text. This should be done orally and in coherent, spoken sentences at an appropriate and understandable pace.</p> <p>Students in the third grade should also be able to utilize digital media to make engaging audio recordings of stories or poems. Engaging might mean focusing on inflection and volume instead of just reading out loud. At this level, audio recordings should demonstrate fluid and well-paced reading. Visual displays should be added to illuminate chosen facts or details.</p>
<p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>3.SL.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.</p>	<p>1 2 3* 4* 1 2 3* 4*</p>	<p>I can demonstrate fluid reading at an understandable pace by creating an audio recording of a story or poem.</p> <p>I can provide illustrations or other visual displays to emphasize certain facts or details.</p>	
<p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when appropriate.</p>	<p>3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>1* 2* 3* 4*</p>	<p>I can respond to others in complete sentences to provide details and/or clarification.</p>	<p>Students will need to engage in behaviors (turn and talk, small group discussion, computer use, and writing and speaking learning activities) that lead to the expression of complete ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA. For example, third grade students need to be able to choose visual displays that add to and enhance their thinking about a topic. Students must be able to articulate their ideas in complete sentences.</p>

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Language				3.L
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CCR Anchor Standard	MS CCR Standard	Mastery	“I Can” Statements	Clarifications

	<p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. use abstract nouns (e.g. <i>childhood</i>)</p>	<p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p>	<p>I can explain the function of nouns and their purpose in a sentence.</p> <p>I can explain the function of pronouns and their purpose in a sentence.</p> <p>I can explain the function of verbs and their purpose in a sentence.</p> <p>I can explain the function of adjectives and their purpose in a sentence.</p> <p>I can explain the function of adverbs and their purpose in a sentence.</p> <p>I can explain the function of conjunctions and</p>	<p>An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.” Third grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.</p> <p>At this level, emphasis expands to include subject-verb agreement, comparative and superlative adjectives and adverbs, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, comma usage, appropriate use of capitalization, and are using spelling patterns and generalizations in writing.</p> <p>Students in grade 3 will use what they know about HOW language works when they write, speak, read, and listen.</p> <p>Students at this level will develop strategies for choosing words for effect and comparing written and spoken Standard English. In order to do so, students will need strategies for reading across various authors and genres to compare writing styles and effects of language usage.</p>
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					their purpose in a sentence.	
	d. Form and use regular and irregular verbs. Form and use the simple (e.g. <i>I walked; I walk; I will walk</i>) verb tenses.	1*	2*	3*	4*	I can form and use regular plural nouns.
	e. Form and use the simple (e.g. I walked; I walk; I will walk) verb tense	1*	2*	3*	4*	I can form and use irregular plural nouns.
	f. Ensure subject-verb and pronoun-antecedent agreement.	1*	2*	3*	4*	I can identify abstract nouns.
		1*	2*	3*	4*	I can use abstract nouns.
		1*	2*	3*	4*	I can form and use regular verbs.
		1	2*	3*	4*	I can form and use irregular verbs.
	g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	1	2*	3*	4*	I can form and use simple verb tenses (past, present, future).
		1	2	3*	4*	I can identify proper use of subject-verb agreement.
	h. Use coordinating and	1	2	3*	4*	I can demonstrate the

	<p>subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p>1 2* 3* 4*</p> <p>1 2 3* 4*</p> <p>1 2 3* 4*</p> <p>1 2 3* 4*</p> <p>1 2 3* 4*</p> <p>1 2 3* 4*</p> <p>2 3* 4*</p>	<p>proper use of subject-verb agreement.</p> <p>I can identify proper use of pronoun-antecedent agreement.</p> <p>I can demonstrate the proper use of pronoun-antecedent agreement.</p> <p>I can identify the comparative and superlative adjectives.</p> <p>I can form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.</p> <p>I can identify the comparative and superlative adverbs.</p> <p>I can form and use comparative and superlative adverbs correctly.</p> <p>I can identify coordinating conjunctions.</p>	
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		2 3* 4*	I can use coordinating conjunctions correctly.	
		2 3* 4*	I can identify subordinating conjunctions.	
		2* 3* 4*	I can use subordinating conjunctions.	
		2* 3* 4*	I can identify simple, compound, and complex sentences.	
		2* 3* 4*	I can produce simple sentences.	
		2* 3* 4*	I can produce compound sentences.	
		2* 3* 4*	I can produce complex sentences.	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling			

	<p>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>e Use conventional spelling for high-frequency and other studied words and by adding suffixes to base words (e.g. sitting, smiled, cries, happiness).</p> <p>f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g Consult reference materials, including beginning dictionaries as needed to check and correct spellings.</p>	<p>1* 2* 3* 4*</p> <p>1 2* 3* 4*</p> <p>2* 3* 4*</p> <p>1 2 3 4*</p> <p>1 2 3 4*</p> <p>1 2 3 4*</p> <p>1 2 3 4*</p> <p>1* 2* 3* 4*</p>	<p>I can capitalize appropriate words in titles (Mr., Mrs., Dr., etc.)</p> <p>I can use commas in addresses.</p> <p>I can use commas and quotation marks in dialogue.</p> <p>I can form and use possessives (nouns and pronouns)</p> <p>I can use conventional spelling for high-frequency words.</p> <p>I can use conventional spelling for other studied words.</p> <p>I can use conventional spelling for adding suffixes to base words.</p> <p>I can apply the use of spelling patterns and</p>	
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			<p>generalizations in writing words (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>I can use reference materials (including dictionaries) to check and correct spellings.</p>	
<p>Apply knowledge of language to understand language functions in different contexts, to make effective choices for reading or style, and to comprehend more fully when reading or listening.</p>	<p>3.L.3 Use knowledge of language and its conventions when making, speaking, reading or listening.</p> <p>a Choose words and phrases for effects.</p> <p>b Recognize and observe differences between the conventions of spoken and written Standard English.</p>	<p>1 2 3* 4*</p> <p>1 2 3* 4*</p>	<p>I can choose and apply words and phrases for effect.</p> <p>I can compare and contrast the conventions of spoken and written Standard English.</p>	

<p>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.</p>	<p>3.L.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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. <i>company, companion</i>).</p> <p>d. Use glossaries or beginning</p>	<p>1* 2* 3* 4*</p> <p>2* 3* 4*</p>	<p>I can use the clues in a sentence to determine the meaning of the word or phrase.</p> <p>I can use the knowledge of a known affix and word to determine the meaning of a new word.</p>	<p>As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades.</p> <p>The overall focus of language learning in regard to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.</p>

	<p>dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases</p>	<p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p> <p>1* 2* 3* 4*</p>	<p>I can apply the knowledge of the meaning of a known root word to determine the meaning of an unknown word with the same root word.</p> <p>I can use glossaries to determine or clarify the meaning of key words and phrases.</p> <p>I can use print or digital dictionaries to determine or clarify the meaning of key words and phrases.</p>	
<p>Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>3.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g. <i>take steps</i>)</p> <p>b. Identify real-life connections between</p>	<p>1 2 3* 4*</p>	<p>I can distinguish the literal and non-literal meanings of words and phrases in context (e.g. <i>take steps</i>)</p>	<p>Learning words at this stage includes exploring different shades of meaning and literal and nonliteral meanings for words and phrases, growing vocabulary by using known word parts (affix, root) to acquire unknown words, and developing print and digital reference use (glossary and dictionary). “Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children.” “General academic vocabulary (Tier 2) words appear in all sorts of texts; informational, technical texts, and literary texts.” “Domain-specific vocabulary (Tier 3) words are specific to a domain or field of study and key to understanding a new concept within a text. Because of their specificity</p>

	<p>words and their use (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, hear, wondered).</p>	<p>1* 2* 3* 4*</p> <p>1 2* 3* 4*</p>	<p>I can identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)</p> <p>I can distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g. knew, believed, suspected, hear, wondered)</p>	<p>and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature.”</p>
<p>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</p>	<p>3.L.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).</p>	<p>1 2 3 4*</p>	<p>I can use accurately grade appropriate:</p> <ul style="list-style-type: none"> • Conversational • General academic • Domain specific • Words and phrases including those that signal: <ul style="list-style-type: none"> -spatial relationships -temporal relationships 	

expression.

Demonstrate
command of the
conventions and
standard
English grammar
and usage
when writing or
speaking.