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| LA Core Standard  Number | Description | Attempt 1 | Attempt 2 | Attempt 3 |
| 1  READING:  FOUNDATIONAL  SKILLS | RF3.3 Know and apply **grade level phonics** and word analysis skills in decoding words |  |  |  |
| 2 | RF3.4 Read with sufficient **accuracy and fluency** to support comprehension |  |  |  |
| 3  READING: LITERATURE | RL3.1 Ask and answer questions to demonstrate understanding of a text, **referring explicitly to the text** as the basis for the answers |  |  |  |
| 4 | RL3.2 Recount stories, including fables, folktales, and myths from diverse cultures; **determine the central message**, lesson, or moral and explain how it is conveyed through key details in the text |  |  |  |
| 5 | RL3.3 Describe **characters in a story** (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events |  |  |  |
| 6 | RL3.4 Determine the **meaning of words and phrases** as they are used in a text, distinguishing literal from non-literal language |  |  |  |
| 7 | RL3.5 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 |  |  |  |
| 8 | RL3.6 Distinguish **their own point of view** from that of the narrator or those of the characters |  |  |  |
| 9 | RL3.7 Explain how specific aspects of a **text’s illustrations** contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) |  |  |  |
| 10 | RL3.9 Compare and contrast the themes, settings, and plots of stories **written by the same author about the same or similar characters** (e.g., in books from a series) |  |  |  |
| 11  READING: INFORMATIONAL TEXTS | RL3.10 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** |  |  |  |
| 12 | RI3.1 Ask and answer questions to demonstrate understanding of a text, **referring explicitly to the text** as the basis for the answers |  |  |  |
| 13 | RI3.2 Determine the **main idea of a text**; recount the key details and explain how they support the main idea |  |  |  |
| 14 | RI3.3 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** |  |  |  |
| 15 | RI3.4 Determine the meaning of **general academic and domain specific words and phrases** in a text relevant to a grade 3 topic or subject area |  |  |  |
| 16 | RI3.5 Use **text features and search tools** (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently |  |  |  |
| 17 | RI3.6 Distinguish **their own point of view** from that of the author or text |  |  |  |
| LA Core Standard  Number | Description | Attempt 1 | Attempt 2 | Attempt 3 |
| 18  READING: INFORMATIONAL TEXTS | RI3.7 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) |  |  |  |
| 19 | RI3.8 Describe the **logical connection** between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) |  |  |  |
| 20 | RI3.9 Compare and contrast the most important points and key details presented in **two texts on the same topic** |  |  |  |
| 21 | RI3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of grades 2-3 text complexity band independently and proficiently |  |  |  |
| 22  WRITING STANDARDS | W3.1 Write **opinion pieces** on topics or texts, supporting a point of view with reasons. |  |  |  |
| 23 | W3.2 Write **informative/explanatory texts** to examine a topic and convey ideas and information clearly. |  |  |  |
| 24 | W3.3 Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |  |  |  |
| 25 | W3.4 With guidance and support from adults, produce writing in which the **development and organization** are appropriate to task and purpose. |  |  |  |
| 26 | W3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by **planning, revising, and editing**. |  |  |  |
| 27 | W3.6 With guidance and support from adults, **use technology** to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |  |  |  |
| 28 | W3.7 Conduct **short research projects** that build knowledge about a topic. |  |  |  |
| 29 | W3.8 Recall information from experiences or gather information from print and digital sources; **take brief notes on sources** and sort evidence into provided categories. |  |  |  |
| 30 | W3.10 **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. |  |  |  |
| LA Core Standard  Number | Description | Attempt 1 | Attempt 2 | Attempt 3 |
| 31  SPEAKING AND LISTENING | SL3.1 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 |  |  |  |
| 32 | SL3.2 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 |  |  |  |
| 33 | SL3.3 **Ask and answer questions** about information from a **speaker**, offering appropriate elaboration and detail |  |  |  |
| 34  SPEAKING AND LISTENING | SL3.4 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 |  |  |  |
| 35 | SL3.5 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 |  |  |  |
| 36 | SL3.6 **Speak in complete sentences** when appropriate to task and situation in order to provide requested detail or clarification |  |  |  |
| 37  ENGLISH/LANGUAGE ARTS STANDARDS | L3.1 Demonstrate command of the **conventions** of standard English grammar and usage when writing or speaking |  |  |  |
| 38 | L3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |  |  |  |
| 39 | L3.3 Use **knowledge of language** and its conventions when writing, speaking, reading, or listening |  |  |  |
| 40 | L3.4 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 |  |  |  |
| 41 | L3.5 Demonstrate understanding of **figurative language**, word relationships and nuances in word meanings |  |  |  |
| 42 | L3.6 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) |  |  |  |