

NYS Grade 3 ELA Curriculum Map

June 2013

These grades 3–5 curriculum modules are designed to address CCSS ELA outcomes during a one-hour English Language Arts block. The overarching focus for all modules is on building students’ literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCLS.

Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
 - Six unit-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task.
 - One final performance task that is a more supported project, often involving research.

Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).
- Option 2B specifically includes supplemental lessons with explicit writing instruction aligned with NYSP12 ELA CCLS L1–3 and with Reading Foundations instruction aligned with NYSP12 ELA CCLS RF.5 and RF.6. These lessons are intended as models of the type of robust instruction that teachers need to incorporate in their literacy time beyond the bounded “one-hour per day” of the NYS modules.

How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. The “focus” is the same across the grades 3-5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #2, building knowledge in the disciplines.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.
- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts students read as they build knowledge about a topic. This aligns with Instructional Shift #2, building knowledge in the disciplines.
- **Final Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The end of Unit 3 assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
Each unit includes two assessments, most of which are “on-demand” (i.e., show what you know/can do on your own).
 - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
 - End of unit assessments typically, though not always, are writing assessments: writing from sources.
 - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
 - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on the NYS assessment.

The curriculum map below lists the title of each assessment, the standards assessed, and the assessment format.

- Selected response (multiple-choice questions)
- Short constructed-response (short-answer questions of the type that is scored using the NYS 2-point rubric)

- Extended response (longer writing or essays of the type that is scored using the NYS 4-point rubric) (either on-demand or supported)
- Speaking and listening (discussion or oral presentation)
- Scaffolded essay (involving planning, drafting, and revision)

- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.

	3M1	3M2A	3M2B	3M3A	3M3B	3M4
Focus	Becoming a Close Reader and Writing to Learn	Researching to Build Knowledge and Teaching Others	Researching to Build Knowledge and Teaching Others	Analyzing Narrative and Supporting Opinions	Researching to Build Knowledge and Teaching Others	Gathering Evidence and Speaking to Others
Module Title	My Librarian Is a Camel: How Books Are Brought to Children around the World	Adaptations and the Wide World of Frogs	TO COME	A Study of <i>Peter Pan</i>	Wolves: Fact and Fiction	The Role of Freshwater around the World
Description	This module introduces students to the power of literacy and how people around the world access books. Students build close reading skills while learning about people who have gone to great lengths to access literacy. They focus on what it means to be a proficient, independent reader, assessing their strengths, setting goals, and developing their “reading superpowers.” They then delve into geography, considering how where one lives affects how one accesses books. They apply their learning by writing a report (bookmark) about how people access books around the world.	This module is designed to help students use reading, writing, listening, and speaking to build and share deep knowledge about a topic: in this case, frogs. Students first do a class study of the bullfrog. Then they read excerpts from the central text, <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> , to study a variety of “freaky frogs”—frogs that push the boundaries of “frogginess.” Students demonstrate their expertise by writing a “freaky frog trading card”—a research-based narrative that highlights their research and educates others about the diversity of frogs, focusing on how their freaky frog survives.	TO COME	This module focuses on a study of the classic tale <i>Peter Pan</i> as students consider how writers capture a reader’s imagination. Students delve into narrative structure, focusing on character (central to the third-grade standards). They then examine author’s craft in <i>Peter Pan</i> , specifically use of dialogue and vivid language—and write their own scene based on <i>Peter Pan</i> . To build fluency, they participate in a Readers Theater based on <i>Peter Pan</i> , and read aloud a monologue. They write opinions, including which <i>Peter Pan</i> character is their favorite and why.	TO COME	This module focuses on the importance of clean freshwater around the world. Students continue to build their geography and map-reading skills (begun in Module 1) by studying where water is found on earth. They examine the water cycle and watersheds, comparing how different texts present similar information. Then students research challenges facing the earth’s clean water supply: pollution, access, and the demand for water. Students develop opinions about what they can do to conserve, protect, or provide access to clean water, and then create a public service announcement (PSA).

	3M1 ¹	3M2A	3M2B	3M3A	3M3B	3M4
Texts (central text(s) in bold)²	<p><i>My Librarian Is a Camel</i>, Margriet Ruurs (RI, 980L)</p> <p>“One Boy’s Book Drive,” <i>Boy’s Quest</i> (RI, 700L) (alternate)</p> <p>“Physical Environments around the World,” Expeditionary Learning (RI, 680L or 530L)</p> <p><i>That Book Woman</i>, Heather Henson (RL, 920L)</p> <p><i>Waiting for the Biblioburro</i>, Monica Brown (RL, 880L)</p> <p><i>The Boy Who Loved Words</i>, Roni Schotter (RL, 780L)</p> <p><i>Thank You, Mr. Falker</i>, Patricia Polacco (RL, 650L)</p> <p><i>The Librarian of Basra: A True Story from Iraq</i>, Jeanette Winter (RL, 640L)</p> <p><i>Nasreen’s Secret School</i>, Jeanette Winter (RL, 630L)</p> <p><i>The Incredible Book-Eating Boy</i>, Oliver Jeffers (RL, 470L)</p> <p><i>Rain School</i>, James Rumford (RL, 420L)</p>	<p><i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>, DK Publishing (RI, 820L)</p> <p>“Staying Alive, Animal Adaptations,” Expeditionary Learning (RI, 890L)</p> <p>“Spadefoot Toad,” Melanie Freeman, Melanie (RI, 780L)</p> <p><i>Poison Dart Frogs Up Close</i>, Carmen Bredeson (RI, 830L)</p> <p><i>Deadly Poison Dart Frogs</i>, Lincoln James (RI, 700+L)</p> <p><i>Bullfrog at Magnolia Circle</i>, Deborah Dennard (RL, 670L)</p> <p>“The Glass Frog” by Douglas Florian (RL poem, NL)</p> <p>“The Red-Eyed Tree Frog,” Douglas Florian (RL poem, NL)</p> <p>“The Poison Dart Frog,” Douglas Florian (RL poem, NL)</p>	To be determined	<p>Classic Starts edition of <i>Peter Pan</i>, J.M. Barrie, retold from the original by Tania Zamorsky (RL, 860L)</p> <p>“The Mermaid Lagoon” script adapted by Expeditionary Learning from: <i>Peter Pan</i>; or <i>Peter and Wendy</i> by J.M. Barrie (RL, 540L)</p> <p>“The Birds Leave the Nest” script adapted by Expeditionary Learning from: <i>Peter Pan</i>; or <i>The Boy Who Would Not Grow Up</i> by J.M. Barrie (RL, 480L)</p>	To be determined	<p>“The Water Cycle,” U.S. Geological Survey (RI, 1080L)</p> <p>“Rivers and Streams,” Nature Works (RI, 970L)</p> <p><i>One Well: The Story of Water on Earth</i>, Rochelle Strauss (RI, 960L)</p> <p>“Earth’s Water Cycle,” Gina Jack (RI, 920L)</p> <p>“Dry Days in Australia,” Ann Weil (RI, 840L)</p> <p>“Ryan Hreljac: The Boy Who Built a Well,” Elisabeth Deffner, February 2009 (RI, 800L)</p> <p>“Let’s Get Physical,” <i>Junior Scholastic</i> (RI, 790L)</p> <p>“Where in the World Is Water?” Expeditionary Learning (RI, 730L)</p> <p>“River to the Sea,” Steven Swinburne” (RI, 680L)</p> <p>“Tackling the Trash,” Jill Esbaum, <i>Highlights for Children</i> (RI, 650L)</p>

¹ For 3M1, there is no “central” text in bold, because students work with all texts about the same amount.

² Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).

Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 2–3 ³ : 420–802L					
Performance Task	Bookmark (RI.3.2, W.3.2, W.3.4, W.3.5, and L.3.1) scaffolded explanatory paragraph	Performance Task: Freaky Frog Trading Cards (W.3.2, W.3.3a, W.3.3c, W.3.4, W.3.5, W.3.7, W.3.8, L.3.1a, L.3.1h, L.3.1i, L.3.2a, L.3.2e, L.3.2f, L.3.3a) scaffolded narrative and explanatory paragraph	TO COME	Summary and Opinion Writing: Who Is Your Favorite Character in <i>Peter Pan</i> , and Why? (RL.3.3, RL.3.5, W.3.1, W.3.2, W.3.4, and W.3.5) scaffolded literary analysis essay	TO COME	VoiceThread Public Service Announcement (W.3.1, W.3.4, W.3.6, W.3.7, SL.3.4, SL.3.5, SL.3.6, L.3.3b) scaffolded speech

³ Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity
http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf

Unit-Level Assessments (NYSP12 ELA CCLS)

	3M1	3M2A	3M2B	3M3A	3M3B	3M4
Mid-Unit 1	Collaborative Discussion Skills (SL.3.1b and c) speaking and listening	Close Reading: <i>Bullfrog at Magnolia Circle</i> (RI.3.1, RI.3.2, RI.3.3, RI.3.7, W.3.8, and L.3.4a) selected response and short constructed response	TO COME	Character Analysis: Peter Pan’s Traits, Motivations and Actions That Contribute to a Sequence of Events in the Story (RL.3.3, RL.3.4, RL.3.7, and L.3.5) short constructed response	TO COME	On-Demand Informational Paragraph: Where in the World Is Water? (RI.3.2, W.3.5, W.3.8, L.3.1, and L.3.2e) short constructed response
End of Unit 1	Close Reading and Powerful Note-Taking on My Own (RL.3.2, RL.3.3, and W.3.8) selected response and short constructed response	Informational Paragraph about Bullfrogs (W.3.2, W.3.4, W.3.7, W.3.8, L.3.2e, L.3.3a, and L.3.6) extended response	TO COME	Opinion Writing about Wendy’s Actions (RL.3.6, W.3.1, and L.3.6) extended response	TO COME	Comparing and Contrasting Two Texts about the Water Cycle (RI.3.2, RI.3.7, RI.3.9, and L.3.4c) selected response and short constructed response
Mid-Unit 2	A Letter about my Reading Goals (W.3.2 and W.3.4) extended response	Close Reading of an Excerpt about a New Freaky Frog (Spadefoot Toad) (RI.3.1, RI.3.2, RI.3.5, RI.3.7, and L.3.4a) selected response and short constructed response	TO COME	Writing: New Imagined Scene from <i>Peter Pan</i> (W.3.3, W.3.4, W.3.11, and L.3.2c, L.3.3a) extended response	TO COME	Asking and Answering Questions about Water Issues (RI.3.1, RI.3.4, and W.3.8) selected response and short constructed response
End of Unit 2	Listen Up! Recording Our Reading (SL.3.5 and RL.3.11) speaking and listening	Informational Paragraph about the Poison Dart Frog (W.3.2, W.3.4, W.3.7, W.3.8, L.3.2e, L.3.3a, and L.3.6) extended response	TO COME	Reading Fluency: Reading a Scene from <i>Peter Pan</i> (RL.3.3 and RF.3.4) short constructed response and reading fluently	TO COME	On-Demand Informative Writing to Inform Readers about Water Issues (W.3.2, W.3.4, W.3.5, and L.3.2e) extended response
Mid-Unit 3	Answering Text-Dependent Questions about Librarians and Organizations around the World (RI.3.2, RI. 3.1,	Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph (W.3.2, W.3.3a, W.3.3c, W.3.5, W.3.7, W.3.8, L.3.2e, and L.3.3a)	TO COME	On-Demand Book Summary (RL 3.2, W.3.2, and W.3.4) short constructed response	TO COME	On-Demand Opinion Writing: The One Thing That Should be Done to Conserve, Protect, or Provide Access to

	and W.3.8) selected response and short constructed response	extended response				Clean Water (W.3.1, W.3.5, L.3.1 e, f, and g; and L.3.2e) extended response
End of Unit 3	Accessing Books around the World: On-Demand Informative Paragraph about a New Country (W.3.2) extended response	Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form) (W.3.2, W.3.3a, W.3.3c, W.3.7, L.3.1a, h, and i, and L.3.3a) extended response	TO COME	Opinion Writing about a New Character (W.3.1, W.3.4, RI.3.6, L.3.1 g, h, and i) extended response	TO COME	VoiceThread Script Presentation and Critique (SL.3.4) speaking and listening

NYSP12 ELA CCLS Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCLS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards as well.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.

	3M1	3M2A	3M2B	3M3A	3M3B	3M4
Reading Standards for Literature						
RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓					
RL.3.2. 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.	✓			✓	✓	
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.	✓			✓	✓	
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.				✓	✓	
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.				✓	✓	
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.				✓	✓	
RL.3.7. 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).				✓	✓	
RL.3.9. 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).	Implemented through Accountable Independent Reading: see “Launching Independent Reading in Grades 3–5: Sample Plan” (stand-alone document on EngageNY.org).					
RL.3.10. 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.	Integrated throughout.					
RL.3.11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. ⁴	Implemented through Accountable Independent Reading: see “Launching Independent Reading in Grades 3–5: Sample Plan” (stand-alone document on EngageNY.org).					
a. Self-select text based upon personal preferences.						

⁴ RL.3.11 and RL.3.11a is particularly emphasized in M1.

	3M1	3M2A	3M2B	3M3A	3M3B	3M4
Reading Standards for Informational Text						
RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓	✓	✓		✓	✓
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	✓	✓	✓		✓	✓
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.		✓	✓			
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.					✓	✓
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		✓	✓			
RI.3.6. Distinguish their own point of view from that of the author of a text.				✓	✓	
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).		✓	✓			✓
RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).						✓
RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.						✓
RI.3.10. 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.	Integrated throughout.					

	3M1	3M2A	3M2B	3M3A	3M3B	3M4
Reading Standards: Foundational Skills						
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words			✓			
a. Identify and know the meaning of the most common prefixes and derivational suffixes.			✓			
b. Decode words with common Latin suffixes.			✓			
c. Decode multisyllable words.			✓			
d. Read grade-appropriate irregularly spelled words.			✓			
RF.3.4. Read with sufficient accuracy and fluency to support comprehension.			✓	✓	✓	
a. Read grade-level text with purpose and understanding.			✓	✓	✓	
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			✓	✓	✓	
c. Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.			✓	✓	✓	

	3M1	3M2A	3M2B	3M3A	3M3B	3M4
Writing Standards						
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.				✓	✓	✓
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.				✓	✓	✓
b. Provide reasons that support the opinion.				✓	✓	✓
c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.				✓	✓	✓
d. Provide a concluding statement or section.				✓	✓	✓
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓	✓	✓	✓	✓	✓
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	✓	✓	✓	✓	✓	✓
b. Develop the topic with facts, definitions, and details.	✓	✓	✓	✓	✓	✓
c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	✓	✓	✓	✓	✓	✓
d. Provide a concluding statement or section.	✓	✓	✓	✓	✓	✓
W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				✓	✓	
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		✓		✓	✓	
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.				✓	✓	
c. Use temporal words and phrases to signal event order. Provide a sense of closure.		✓		✓	✓	
W.3.4. 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.)	✓	✓	✓	✓	✓	✓
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Integrated throughout.					
W.3.6. 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.	Integrated throughout.					
W.3.7. Conduct short research projects that build knowledge about a topic.		✓	✓			✓
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.	✓	✓	✓			✓

<p>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.</p>	<p>Integrated throughout.</p>					
<p>W.3.11. Create and present a poem, narrative, play, artwork, or personal response to a particular author or theme studied in class.</p>				<p>✓</p>	<p>✓</p>	

	3M1	3M2A	3M2B	3M3A	3M3B	3M4
Speaking and Listening Standards						
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.			✓			
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.			✓			
b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓		✓			
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	✓		✓			
d. Explain their own ideas and understanding in light of the discussion.			✓			
e. Seek to understand and communicate with individuals from different cultural backgrounds.			✓			
SL.3.2. 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.	✓					
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			✓			
SL.3.4. 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.						✓
SL.3.5. 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.	✓					✓
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.						✓

	3M1	3M2A	3M2B	3M3A	3M3B	3M4
Language Standards						
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			✓			
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		✓	✓			
b. Form and use regular and irregular plural nouns.			✓			
c. Use abstract nouns (e.g., <i>childhood</i>).			✓			
d. Form and use regular and irregular verbs.			✓			
e. Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.			✓			✓
f. Ensure subject-verb and pronoun-antecedent agreement.			✓			✓
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.			✓	✓	✓	✓
h. Use coordinating and subordinating conjunctions.		✓	✓	✓	✓	
i. Produce simple, compound, and complex sentences.		✓	✓	✓	✓	
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			✓			
a. Capitalize appropriate words in titles.			✓			
b. Use commas in addresses.			✓			
c. Use commas and quotation marks in dialogue.			✓	✓	✓	
d. Form and use possessives.			✓			
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i>).		✓	✓			✓
f. Use spelling patterns and generalizations (e.g., <i>word families</i> , <i>position-based spellings</i> , <i>syllable patterns</i> , <i>ending rules</i> , <i>meaningful word parts</i>) in writing words.			✓			
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			✓			
L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			✓			
a. Choose words and phrases for effect.		✓	✓	✓	✓	
b. Recognize and observe differences between the conventions of spoken and written standard English.			✓			✓
L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.			✓			
a. Use sentence-level context as a clue to the meaning of a word or phrase.		✓	✓			

b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).			✓			
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>).			✓			✓
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.			✓			
L.3.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				✓	✓	
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).				✓	✓	
b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).				✓	✓	
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).				✓	✓	
L.3.6. 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., <i>After dinner that night we went looking for them</i>).	Integrated throughout.					