

Common Core Skill Alignment

3RD GRADE: LANGUAGE



Conventions of Standard English

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

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

- ☐ **FF.1** Which word is a noun?
- ☐ **FF.2** Identify nouns
- ☐ **FF.3** Identify nouns - with abstract nouns
- ☐ **FF.4** Identify common and proper nouns
- ☐ **GG.1** Identify personal pronouns
- ☐ **GG.5** Identify possessive pronouns
- ☐ **HH.2** Identify action verbs
- ☐ **HH.3** Identify main verbs and helping verbs
- ☐ **LL.1** Does the adjective tell you what kind or how many?
- ☐ **LL.2** Identify the adjective that describes the noun
- ☐ **LL.3** Identify adjectives
- ☐ **LL.4** Does the adverb tell you how, when, or where?
- ☐ **LL.5** Identify adverbs

L.3.1.b Form and use regular and irregular plural nouns.

- ☐ **FF.5** Form regular plurals with -s, -es, and -ies
- ☐ **FF.6** Use regular plurals with -s, -es, and -ies
- ☐ **FF.8** Form and use irregular plurals

L.3.1.c Use abstract nouns (e.g., childhood).

☐ **FF.3** Identify nouns - with abstract nouns

L.3.1.d Form and use regular and irregular verbs.

☐ **HH.1** Use action verbs

☐ **JJ.6** Form and use the irregular past tense: set 1

☐ **JJ.7** Form and use the irregular past tense: set 2

☐ **JJ.8** Form and use the irregular past tense: set 3

☐ **JJ.9** Form and use the irregular past tense: set 4

☐ **JJ.10** Form and use the irregular past tense: set 5

☐ **JJ.11** To be: use the correct form

☐ **JJ.12** To have: use the correct form

L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

☐ **JJ.3** Form and use the regular past tense

☐ **JJ.13** Is the sentence in the past, present, or future tense?

☐ **JJ.14** Change the sentence to future tense

L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.

☐ **GG.3** Replace the noun with a personal pronoun

☐ **II.1** Is the subject singular or plural?

☐ **II.2** Use the correct subject or verb

☐ **II.3** Pronoun-verb agreement

L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

☐ **LL.6** Choose between adjectives and adverbs

- ☐ **LL.8** Use adjectives to compare
- ☐ **LL.9** Spell adjectives that compare
- ☐ **LL.10** Use adverbs to compare

L.3.1.h Use coordinating and subordinating conjunctions.

- ☐ **O.3** Use coordinating conjunctions
- ☐ **O.4** Use subordinating conjunctions
- ☐ **NN.1** Identify coordinating conjunctions
- ☐ **NN.2** Identify subordinating conjunctions

L.3.1.i Produce simple, compound, and complex sentences.

- ☐ **R.3** Create varied sentences based on models
- ☐ **EE.2** Identify the complete subject of a sentence
- ☐ **EE.3** Identify the complete predicate of a sentence
- ☐ **EE.5** Is it a complete sentence or a fragment?
- ☐ **EE.6** Is it a complete sentence or a run-on?
- ☐ **EE.7** Is it a complete sentence, a fragment, or a run-on?
- ☐ **EE.9** Create compound sentences
- ☐ **EE.10** Order the words to create a sentence

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2.a Capitalize appropriate words in titles.

- ☐ **SS.3** Capitalizing titles

L.3.2.b Use commas in addresses.

☐ **PP.3** Commas with the names of places

L.3.2.c Use commas and quotation marks in dialogue.

☐ **SS.6** Punctuating dialogue

L.3.2.d Form and use possessives.

☐ **FF.10** Form the singular or plural possessive

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

☐ **T.11** Word pattern analogies

☐ **T.12** Word pattern sentences

☐ **Y.1** Homophones with pictures

☐ **Y.3** Use the correct homophone

☐ **FF.5** Form regular plurals with -s, -es, and -ies

☐ **FF.6** Use regular plurals with -s, -es, and -ies

☐ **FF.8** Form and use irregular plurals

☐ **JJ.3** Form and use the regular past tense

☐ **JJ.6** Form and use the irregular past tense: set 1

☐ **JJ.7** Form and use the irregular past tense: set 2

☐ **JJ.8** Form and use the irregular past tense: set 3

☐ **JJ.9** Form and use the irregular past tense: set 4

☐ **JJ.10** Form and use the irregular past tense: set 5

☐ **LL.9** Spell adjectives that compare

☐ **OO.1** Pronoun-verb contractions

☐ **OO.2** Contractions with "not"

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

- ☐ **T.11** Word pattern analogies
- ☐ **T.12** Word pattern sentences
- ☐ **FF.5** Form regular plurals with -s, -es, and -ies
- ☐ **FF.6** Use regular plurals with -s, -es, and -ies
- ☐ **JJ.3** Form and use the regular past tense
- ☐ **LL.9** Spell adjectives that compare
- ☐ **OO.1** Pronoun-verb contractions
- ☐ **OO.2** Contractions with "not"

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

- ☐ **DD.5** Use guide words

Knowledge of Language

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3.a Choose words and phrases for effect.

- ☐ **D.1** Sort sensory details
- ☐ **L.2** Order items from most general to most specific
- ☐ **Q.2** Show character emotions and traits
- ☐ **X.1** Choose the synonym
- ☐ **X.4** Choose the antonym
- ☐ **AA.1** Shades of meaning with pictures
- ☐ **AA.2** Describe the difference between related words
- ☐ **AA.3** Positive and negative connotation

L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

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.

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.

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

- ☐ **E.1** Similes with pictures
- ☐ **E.2** Determine the meanings of similes
- ☐ **G.3** Vocabulary review: Identify story elements
- ☐ **G.6** Vocabulary review: Analyze short stories
- ☐ **H.3** Vocabulary review: Analyze informational passages
- ☐ **X.3** Find synonyms in context
- ☐ **X.6** Find antonyms in context
- ☐ **Z.2** Which definition matches the sentence?
- ☐ **Z.3** Which sentence matches the definition?
- ☐ **CC.1** Determine the meaning of words using synonyms in context
- ☐ **CC.2** Use context to identify the meaning of a word

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

- ☐ **T.2** Determine the meaning of a word with pre-, re-, or mis-
- ☐ **T.3** Use the prefixes pre-, re-, and mis-
- ☐ **T.4** Determine the meaning of a word with -ful or -less
- ☐ **T.5** Determine the meaning of a word with -ly or -ness

- ☐ **T.6** Determine the meaning of a word with -able or -ment
- ☐ **T.7** Determine the meaning of a word with a suffix: review
- ☐ **T.8** Determine the meanings of words with prefixes and suffixes: review
- ☐ **T.9** Sort words with shared prefixes and suffixes by meaning

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

- ☐ **U.1** Use Greek and Latin roots as clues to the meanings of words
- ☐ **U.2** Determine the meanings of Greek and Latin roots
- ☐ **U.3** Determine the meanings of words with Greek and Latin roots

L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

- ☐ **DD.5** Use guide words
- ☐ **DD.6** Use dictionary entries
- ☐ **DD.7** Use dictionary definitions

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

- ☐ **E.2** Determine the meanings of similes

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

- ☐ **F.2** Use actions and dialogue to understand characters
- ☐ **I.1** Compare mythological illustrations
- ☐ **Q.2** Show character emotions and traits
- ☐ **AA.1** Shades of meaning with pictures

- ☐ **AA.2** Describe the difference between related words
- ☐ **HH.1** Use action verbs
- ☐ **LL.1** Does the adjective tell you what kind or how many?

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

- ☐ **AA.1** Shades of meaning with pictures
- ☐ **AA.2** Describe the difference between related words
- ☐ **AA.3** Positive and negative connotation

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 expression.

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., After dinner that night we went looking for them).

- ☐ **D.1** Sort sensory details
- ☐ **G.3** Vocabulary review: Identify story elements
- ☐ **G.6** Vocabulary review: Analyze short stories
- ☐ **H.3** Vocabulary review: Analyze informational passages
- ☐ **O.1** Identify time-order words
- ☐ **O.4** Use subordinating conjunctions
- ☐ **T.2** Determine the meaning of a word with pre-, re-, or mis-
- ☐ **T.3** Use the prefixes pre-, re-, and mis-
- ☐ **T.4** Determine the meaning of a word with -ful or -less
- ☐ **T.5** Determine the meaning of a word with -ly or -ness
- ☐ **T.6** Determine the meaning of a word with -able or -ment
- ☐ **T.7** Determine the meaning of a word with a suffix: review
- ☐ **T.8** Determine the meanings of words with prefixes and suffixes: review

- ☐ **U.1** Use Greek and Latin roots as clues to the meanings of words
- ☐ **U.2** Determine the meanings of Greek and Latin roots
- ☐ **U.3** Determine the meanings of words with Greek and Latin roots
- ☐ **Y.1** Homophones with pictures
- ☐ **Y.3** Use the correct homophone
- ☐ **AA.1** Shades of meaning with pictures
- ☐ **AA.3** Positive and negative connotation
- ☐ **CC.1** Determine the meaning of words using synonyms in context
- ☐ **CC.2** Use context to identify the meaning of a word
- ☐ **MM.1** Identify prepositions

Common Core Skill Alignment



3RD GRADE: READING: FOUNDATIONAL SKILLS

Print Concepts

Phonological Awareness

Phonics and Word Recognition

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.

- ☐ **T.2** Determine the meaning of a word with pre-, re-, or mis-
- ☐ **T.3** Use the prefixes pre-, re-, and mis-
- ☐ **T.4** Determine the meaning of a word with -ful or -less
- ☐ **T.5** Determine the meaning of a word with -ly or -ness
- ☐ **T.6** Determine the meaning of a word with -able or -ment
- ☐ **T.7** Determine the meaning of a word with a suffix: review
- ☐ **T.8** Determine the meanings of words with prefixes and suffixes: review
- ☐ **T.9** Sort words with shared prefixes and suffixes by meaning

RF.3.3.b Decode words with common Latin suffixes.

- ☐ **T.6** Determine the meaning of a word with -able or -ment

RF.3.3.c Decode multisyllable words.

- ☐ **T.1** Identify base words, prefixes, and suffixes
- ☐ **T.2** Determine the meaning of a word with pre-, re-, or mis-
- ☐ **T.4** Determine the meaning of a word with -ful or -less

- ☐ T.5 Determine the meaning of a word with -ly or -ness
- ☐ T.6 Determine the meaning of a word with -able or -ment
- ☐ T.7 Determine the meaning of a word with a suffix: review
- ☐ T.8 Determine the meanings of words with prefixes and suffixes: review
- ☐ T.9 Sort words with shared prefixes and suffixes by meaning
- ☐ T.10 Sort words with shared suffixes by part of speech
- ☐ T.11 Word pattern analogies
- ☐ T.12 Word pattern sentences
- ☐ U.1 Use Greek and Latin roots as clues to the meanings of words
- ☐ U.2 Determine the meanings of Greek and Latin roots
- ☐ U.3 Determine the meanings of words with Greek and Latin roots
- ☐ V.1 Form compound words with pictures
- ☐ V.2 Form compound words
- ☐ V.3 Form and use compound words

RF.3.3.d Read grade-appropriate irregularly spelled words.

Fluency

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4.a Read on-level text with purpose and understanding.

- ☐ A.2 Determine the main idea of a passage
- ☐ C.1 Determine the order of events in informational texts
- ☐ C.2 Compare and contrast in informational texts
- ☐ C.4 Match causes and effects in informational texts
- ☐ C.5 Match problems with their solutions
- ☐ D.2 Identify sensory details
- ☐ F.4 Make predictions about a story

- ☐ **G.1** Determine the themes of myths, fables, and folktales
- ☐ **G.2** Identify story elements
- ☐ **G.5** Analyze short stories
- ☐ **H.2** Analyze informational passages
- ☐ **H.4** Compare information from two informational texts

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- ☐ **E.1** Similes with pictures
- ☐ **E.2** Determine the meanings of similes
- ☐ **G.3** Vocabulary review: Identify story elements
- ☐ **G.6** Vocabulary review: Analyze short stories
- ☐ **H.3** Vocabulary review: Analyze informational passages
- ☐ **L.1** Put the sentences in order
- ☐ **Z.2** Which definition matches the sentence?
- ☐ **Z.3** Which sentence matches the definition?
- ☐ **CC.1** Determine the meaning of words using synonyms in context
- ☐ **CC.2** Use context to identify the meaning of a word
- ☐ **HH.1** Use action verbs

Common Core Skill Alignment



3RD GRADE: READING: INFORMATIONAL TEXT

Key Ideas and Details

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- ☐ C.2 Compare and contrast in informational texts
- ☐ C.4 Match causes and effects in informational texts
- ☐ C.5 Match problems with their solutions
- ☐ H.1 Understand key details in informational passages
- ☐ H.4 Compare information from two informational texts
- ☐ D.1 Benjamin Franklin (Social studies)
- ☐ D.7 Frederick Douglass (Social studies)
- ☐ D.9 Harriet Tubman (Social studies)
- ☐ D.16 Rosa Parks (Social studies)
- ☐ D.21 Bill Gates (Social studies)
- ☐ G.6 Christmas (Social studies)
- ☐ I.6 Identify shortage and surplus with data (Social studies)

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

- ☐ A.1 Use key details to determine the main idea
- ☐ A.2 Determine the main idea of a passage
- ☐ C.1 Determine the order of events in informational texts
- ☐ C.2 Compare and contrast in informational texts
- ☐ C.4 Match causes and effects in informational texts
- ☐ C.5 Match problems with their solutions
- ☐ H.2 Analyze informational passages
- ☐ H.4 Compare information from two informational texts

☐ **D.9** Harriet Tubman (Social studies)

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.

☐ **C.1** Determine the order of events in informational texts

☐ **C.2** Compare and contrast in informational texts

☐ **C.4** Match causes and effects in informational texts

☐ **C.5** Match problems with their solutions

☐ **C.6** Identify text structures

☐ **O.1** Identify time-order words

Craft and Structure

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

☐ **H.3** Vocabulary review: Analyze informational passages

☐ **CC.2** Use context to identify the meaning of a word

☐ **D.18** Cesar Chavez (Social studies)

☐ **D.21** Bill Gates (Social studies)

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

☐ **J.1** Use text features

☐ **DD.5** Use guide words

RI.3.6 Distinguish their own point of view from that of the author of a text.

☐ **P.2** Identify an author's statement of opinion

Integration of Knowledge and Ideas

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

- ☐ C.1 Determine the order of events in informational texts
- ☐ A.2 Use a letter-number grid (Social studies)
- ☐ A.3 Read a map: cardinal directions (Social studies)
- ☐ D.1 Benjamin Franklin (Social studies)
- ☐ D.2 Paul Revere (Social studies)
- ☐ D.4 Davy Crockett (Social studies)
- ☐ D.5 John Deere (Social studies)
- ☐ D.6 Abraham Lincoln (Social studies)
- ☐ D.9 Harriet Tubman (Social studies)
- ☐ D.10 Sitting Bull (Social studies)
- ☐ D.12 Theodore Roosevelt (Social studies)
- ☐ D.14 Amelia Earhart (Social studies)
- ☐ D.21 Bill Gates (Social studies)
- ☐ E.7 Checks and balances (Social studies)
- ☐ F.4 The American flag (Social studies)
- ☐ F.6 The Washington Monument (Social studies)
- ☐ G.2 Thanksgiving (Social studies)
- ☐ G.8 Lunar New Year (Social studies)
- ☐ H.4 Producers and consumers (Social studies)

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).

- ☐ C.1 Determine the order of events in informational texts
- ☐ C.2 Compare and contrast in informational texts
- ☐ C.3 Match causes with effects

- ☐ C.4 Match causes and effects in informational texts
- ☐ C.5 Match problems with their solutions
- ☐ C.6 Identify text structures
- ☐ L.1 Put the sentences in order

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

- ☐ C.2 Compare and contrast in informational texts
 - ☐ H.4 Compare information from two informational texts
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Range of Reading and Level of Text Complexity

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.

- ☐ A.2 Determine the main idea of a passage
- ☐ H.2 Analyze informational passages
- ☐ A.8 Identify urban, suburban, and rural areas (Social studies)
- ☐ D.1 Benjamin Franklin (Social studies)
- ☐ D.4 Davy Crockett (Social studies)
- ☐ D.7 Frederick Douglass (Social studies)
- ☐ D.9 Harriet Tubman (Social studies)
- ☐ D.10 Sitting Bull (Social studies)
- ☐ D.12 Theodore Roosevelt (Social studies)
- ☐ D.16 Rosa Parks (Social studies)
- ☐ D.18 Cesar Chavez (Social studies)
- ☐ D.21 Bill Gates (Social studies)
- ☐ E.5 The Constitution (Social studies)
- ☐ E.6 The Bill of Rights (Social studies)

- ☐ **G.2 Thanksgiving** (Social studies)
- ☐ **H.2 Natural resources** (Social studies)
- ☐ **H.3 Goods and services** (Social studies)
- ☐ **H.4 Producers and consumers** (Social studies)
- ☐ **I.1 Understand quantity supplied and quantity demanded** (Social studies)
- ☐ **I.2 Understand overall supply and demand** (Social studies)
- ☐ **I.3 Create and use supply and demand curves** (Social studies)
- ☐ **I.4 Identify shortage and surplus** (Social studies)
- ☐ **I.5 Identify shortage and surplus with graphs** (Social studies)
- ☐ **I.6 Identify shortage and surplus with data** (Social studies)

Common Core Skill Alignment

3RD GRADE: READING: LITERATURE



Key Ideas and Details

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- ☐ **F.3** Draw inferences from a text
- ☐ **G.2** Identify story elements
- ☐ **G.4** Analyze stories and their illustrations
- ☐ **G.5** Analyze short stories

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.

- ☐ **G.1** Determine the themes of myths, fables, and folktales
- ☐ **G.2** Identify story elements

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.

- ☐ **F.2** Use actions and dialogue to understand characters

Craft and Structure

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

- ☐ **E.1** Similes with pictures
- ☐ **E.2** Determine the meanings of similes
- ☐ **G.3** Vocabulary review: Identify story elements

- ☐ **G.6** Vocabulary review: Analyze short stories
- ☐ **Z.2** Which definition matches the sentence?
- ☐ **Z.3** Which sentence matches the definition?
- ☐ **CC.1** Determine the meaning of words using synonyms in context
- ☐ **CC.2** Use context to identify the meaning of a word

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.

- ☐ **E.1** Identify the narrative point of view
- ☐ **F.3** Distinguish characters' points of view

Integration of Knowledge and Ideas

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).

- ☐ **G.4** Analyze stories and their illustrations
- ☐ **I.1** Compare mythological illustrations

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).

- ☐ **G.1** Determine the themes of myths, fables, and folktales
- ☐ **G.2** Identify story elements

Range of Reading and Level of Text Complexity

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.

- ☐ **G.1** Determine the themes of myths, fables, and folktales
- ☐ **G.2** Identify story elements
- ☐ **G.4** Analyze stories and their illustrations
- ☐ **G.5** Analyze short stories

Common Core Skill Alignment

3RD GRADE: WRITING



Text Types and Purposes

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

- ☐ **B.2** Identify the author's purpose: passages
- ☐ **L.3** Organize information by main idea
- ☐ **P.1** Distinguish facts from opinions
- ☐ **P.2** Identify an author's statement of opinion
- ☐ **P.4** Complete the opinion passage with an example
- ☐ **P.5** Complete the opinion passage with a reason
- ☐ **P.6** Complete the opinion-reason-example table

W.3.1.b Provide reasons that support the opinion.

- ☐ **P.3** Choose reasons to support an opinion
- ☐ **P.5** Complete the opinion passage with a reason
- ☐ **P.6** Complete the opinion-reason-example table

W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

- ☐ **O.3** Use coordinating conjunctions
- ☐ **O.4** Use subordinating conjunctions
- ☐ **O.5** Choose the best transition
- ☐ **O.6** Use linking words to complete a passage

W.3.1.d Provide a concluding statement or section.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

- ☐ **A.1** Use key details to determine the main idea
- ☐ **L.1** Put the sentences in order
- ☐ **L.3** Organize information by main idea
- ☐ **M.1** Select the detail that does not support the topic sentence
- ☐ **M.2** Choose topic sentences for narrative paragraphs
- ☐ **M.3** Choose topic sentences for expository paragraphs

W.3.2.b Develop the topic with facts, definitions, and details.

- ☐ **P.1** Distinguish facts from opinions
- ☐ **P.3** Choose reasons to support an opinion

W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

- ☐ **O.3** Use coordinating conjunctions
- ☐ **O.4** Use subordinating conjunctions
- ☐ **O.5** Choose the best transition
- ☐ **O.6** Use linking words to complete a passage
- ☐ **R.1** Combine sentences: subjects and predicates

W.3.2.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.

W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

- ☐ L.1 Put the sentences in order
- ☐ M.2 Choose topic sentences for narrative paragraphs
- ☐ Q.1 Add descriptive details to sentences

W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

- ☐ F.2 Use actions and dialogue to understand characters
- ☐ Q.1 Add descriptive details to sentences
- ☐ Q.2 Show character emotions and traits

W.3.3.c Use temporal words and phrases to signal event order.

- ☐ L.1 Put the sentences in order
- ☐ O.1 Identify time-order words
- ☐ O.2 Use time-order words

W.3.3.d Provide a sense of closure.

Production and Distribution of Writing

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

- ☐ B.1 Identify the author's purpose: mixed media
- ☐ B.2 Identify the author's purpose: passages
- ☐ C.1 Determine the order of events in informational texts
- ☐ C.4 Match causes and effects in informational texts
- ☐ C.5 Match problems with their solutions
- ☐ C.6 Identify text structures
- ☐ L.3 Organize information by main idea

☐ **N.1** Choose the text that matches the writer's purpose

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

☐ **L.1** Put the sentences in order

☐ **L.3** Organize information by main idea

☐ **M.1** Select the detail that does not support the topic sentence

☐ **O.5** Choose the best transition

☐ **Q.1** Add descriptive details to sentences

☐ **Q.3** Revise the sentence using a stronger verb

☐ **R.1** Combine sentences: subjects and predicates

☐ **R.2** Combine sentences by adding key details

☐ **S.1** Correct errors with signs

☐ **EE.5** Is it a complete sentence or a fragment?

☐ **EE.6** Is it a complete sentence or a run-on?

☐ **EE.7** Is it a complete sentence, a fragment, or a run-on?

☐ **FF.11** Identify and correct errors with plural and possessive nouns

☐ **PP.5** Commas: review

☐ **QQ.5** Capitalization: review

☐ **SS.6** Punctuating dialogue

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.

Research to Build and Present Knowledge

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.

☐ **A.2** Determine the main idea of a passage



L.3 Organize information by main idea

Range of Writing

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.