



3rd Grade ELA Alignment

Story Town and Making Meaning are district resources that can be utilized to instruct the standards. However, leveled readers and other materials should be used to instruct, accommodate, and differentiate as needed.

Reading - Literature				
Standard		Resources	I Can	Academic Language
RL.3.1	Ask and answer questions to demonstrate understanding of a text	Making Meaning: Units 1, 2, 3, 4, 5, 6, 7, 8, 9 TE(1): Ruby the Copycat T46–T55, Day Eddie Met the Author T141–T150, Ellen Ochoa T381–T384 TE(2): Together We Can T46–T56, Stone Soup T311–T318 TE(3): As We Grow T46–T52, Pen Pal for Max T142–T150 TE(4): Lon Po Po T45–T53, Two Bear Cubs T142–T150, T165–T167, Me & Uncle Romie T227–T236, Half Chicken T314–T320 TE(5): Chestnut Grove T226, T227–T236, Ramona Quimby T312, T313–T318	I can formulate questions to demonstrate understanding of a text, referring the text for my answers. I can answer questions to demonstrate understanding of a text, referring to the text for my answers.	demonstrate referring explicitly text questions answers

RL.3.2	<p>Recount stories and determine the central message through key details</p>	<p>Making Meaning: Units 1, 2, 3, 8 StoryTown: TE(2): Stone Soup T310, T318, T320, T329 TE(3): Loved Best T64, T65 TE(4): Lon Po Po T52, T54, Two Bear Cubs T150, T152, T165–T167, Half Chicken T300–T301, T322, T331, T347</p>	<p>I can analyze stories from diverse cultures including fables, folktales, and myths.</p> <p>I can determine the central message, lesson or moral in stories from diverse cultures including fables, folktales, and myths.</p> <p>I can explain how the central message, lesson or moral is conveyed through key details in stories from diverse cultures including fables, folktales, and myths.</p>	<p>recount diverse cultures fable folktale myth determine central message lesson moral text explain conveyed key details</p>
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RL.3.3	Describe characters in a story	<p>Making Meaning: Units 1, 2, 3, 4 TE(1): Ruby the Copycat T32–T33, T46–T55, T65, T81, T91, Day Eddie Met the Author T128–T129, T140, T141–T150, T161, T177, T187, Schools Around the World T209 TE(2): Babe & I T84 TE(3): Loved Best T32–T33, T44, T54, T63, T79, T91, Pen Pal for Max T128, T161, T177 TE(4): Lon Po Po T80</p>	<p>I can describe characters in a story; their traits, motivations, or feelings.</p> <p>I can explain how characters in a story's actions contribute to the sequence of events.</p>	<p>describe character trait motivation explain actions contribute sequence events</p>
RL.3.4	Distinguish between literal from nonliteral language	<p>Making Meaning: Units 1, 2, 4 StoryTown: TE(1): Day Eddie Met the Author T148, T164 TE(2): Aero & Office Mike T164, T165 TE(3): Loved Best T46, T49, A Tree is Growing T221 TE(6): Spiders and Their Webs T158, T159</p>	<p>I can determine the meaning of words and phrases as they are used in a text.</p> <p>I can distinguish literal from nonliteral language as it is used in a text.</p>	<p>determine phrases distinguish literal nonliteral text</p>

RL.3.5	Understand terms such as chapter, scene, and stanza	Storytown Read Alouds	<p>I can refer to parts of stories when writing or speaking about a text, using terms such as chapter to describe how each successive part builds on earlier sections.</p> <p>I can refer to parts of drama when writing or speaking about a text, using terms such as scene to describe how each successive part builds on earlier sections.</p> <p>I can refer to parts of poems when writing or speaking about a text, using</p>	<p>refer text terms chapter describe successive sections drama scene stanza</p>
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RL.3.6	Distinguish their own point of view	Storytown Making Meaning	I can distinguish my own point of view from that of the narrator. I can distinguish my own point of view from those of the characters.	distinguish point of view narrator characters
RL.3.7	Explain how aspects of illustrations contribute to the words in a story	TE(1): Ruby the Copycat T46, T49, T65, Ellen Ochoa T312, T317 TE(2): Babe & I T46, T49, Stone Soup T312, T317 TE(5): Chestnut Cove T228, T230	I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	specific aspects illustrations contribute conveyed

RL.3.9	Compare themes, settings, and plots of stories by the same author	Making Meaning: Unit 3 Author Studies	<p>I can compare and contrast themes of stories written by the same author about the same or similar characters.</p> <p>I can compare and settings of stories written by the same author about the same or similar characters.</p> <p>I can compare and contrast plots of stories written by the same author about the same or similar characters.</p>	compare contrast themes setting plot author similar characters
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RL.3.10	Read and comprehend literature, including stories, dramas, and poetry	<p>Making Meaning: Units 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>TE(3): Loved Best T141–T150 TE(4): Me & Uncle Romie T227–T236, T313–T320 TE(5): Ramona Quimby, Age 8 T313–T318 TE(6): Charlotte’s Web T45–T50</p>	<p>I can read stories, dramas, and poetry at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>I can comprehend stories, dramas, and poetry at the high end of the grades 2-3 text complexity band independently and proficiently</p>	<p>dramas poetry text complexity independently proficiently</p>
Reading - Informational Text				

RI.3.1	Ask and answer questions to demonstrate understanding of a text	<p>Making Meaning: Unit 2, 5, 6, 7, 8 StoryTown: TE(1): Ruby the Copycat T68, Schools Around the World T226–T233, Ellen Ochoa T308–T315, T328 TE(2): Aero & Officer Mike T146–T153, How Animals Talk T229–T237 TE(3): A Tree is Growing T226, T228, T237, T253, One Small Place in a Tree T316–T322 TE(5): Antarctic Ice T45–T54, Bat Loves the Night 143–T150 TE(6): Spiders and Their Webs T140–T147, The Planets T307–T316</p>	<p>I can ask questions to demonstrate understanding of a text, referring explicitly to the text for my answers.</p> <p>I can answer questions to demonstrate understanding of a text, referring explicitly to the text for my answers.</p>	demonstrate referring explicitly text questions answers
RI.3.2	Determine the main idea of a text and supporting details	<p>Making Meaning: Units 5, 8, 9 TE(1): 316 TE(2): Schools Around the World T217, T228, T231, T234, T237, T238, T247, T250, T263, Ellen Ochoa T298, TE(3): One Small Place in a Tree T350</p>	<p>I can determine the main idea of a text. I can recount the key details and explain how they support the main idea of a text.</p>	determine main idea recount key details explain support

RI.3.3	Describe relationships between events using time, sequence, and cause/effect	<p>Making Meaning: Unit 3 StoryTown: SE(2): 160–161, 196–197, 288–291 TE(1): T328 Ellen Ochoa TE(2): T68–T69 Ruby the Copycat TE(4): T250–T251 Science Fair TE(5): Voyage Across the Solar System T32–T33, T54, T65, T81, T130–T131, T161, T177, T215, T383, T419–T420, T429 TE(6): Spiders & Their Webs T142, T145, T242</p>	<p>I can describe the relationship between a series of historical events in a text using language that pertains to time, sequence, and cause/effect.</p> <p>I can describe the relationship between a series of scientific ideas, concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>describe relationship series sequence cause/effect technical procedures</p>
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RI.3.4	Determine the meaning of general academic and domain-specific words	<p>Making Meaning: Unit 6 StoryTown: TE(3): A Tree is Growing T224, T229, T235 TE(5): Anartic Ice T42, T49, Bat Loves the Night T140 TE(6): The Planets T304</p>	<p>I can determine the meaning of general academic words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>I can determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area</p>	determine academic domain-specific phrases relevant topic subject
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RI.3.5	Use text features and search tools	<p>Making Meaning: Units 6, 7 SE(2): 288–291 TE(1): Schools Around the World T213, T227, T229, T232, T233, T243, T269, Ellen Ochoa T294–T295, T315, T325, T328, T341 TE(2): Babe & I T68, T180, How Animals Talk T211 TE(3): Tree is Growing T237 TE(4): Half Chicken T295 TE(5): Bat Loves the Night T125, The Planets TE(6): T289</p>	<p>I can use text features to locate information relevant to a given topic efficiently.</p> <p>I can use search tools to locate information relevant to a given topic efficiently</p>	<p>text features locate relevant topic efficiently search tools</p>
RI.3.6	Distinguish their own point of view	<p>Storytown Making Meaning</p>	<p>I can distinguish my own point of view from that of the author of a text.</p>	<p>distinguish point of view author text</p>

RI.3.7	Use illustrations and the text to understand where, when, why, and how	<p>Making Meaning: Units 2, 6, 7 StoryTown: TE(1): Ellen Ochoa T226–T233, T307–T315 TE(2): Babe & I T68, Aero & Officer MIke T145–T153, Me & Uncle Romie T230, T250, TE(3): A Tree is Growing T229, T230, T250–T251, Babe & I T318, T334–T335</p>	<p>I can use information gained from the illustrations in a text to demonstrate understanding of the text.</p> <p>I can use information gained from the words in a text to demonstrate understanding of a text.</p>	<p>information gained from the illustrations demonstrate understanding text</p>
RI.3.8	Describe the logical connection between sentences and paragraphs	<p>TE(1): Ellen Ochoa T313 TE(3): Ellen Ochoa T317, T318 TE(4): Me & Uncle Romie T250, T251 TE(5): Anartic Ice T32–T33, T47, T48, T65, T81, T82 Bat Loves the Night T144, T149,</p>	<p>I can describe the logical connection between particular sentences in a text.</p> <p>I can describe the logical connection between particular paragraphs in a text.</p>	<p>describe logical connection particular sentences paragraphs text</p>

RI.3.9	Compare points and key details from two texts on same topic	Storytown	I can compare and contrast the most important points presented in two texts on the same topic. I can compare and contrast the key details presented in two texts on the same topic	compare contrast points presented texts topic key details
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RI.3.10	Read and comprehend informational texts	<p>Making Meaning: Units 2, 5, 6, 7, 8 StoryTown: SE(1): Schools Around the World 200–215 TE(2): Aero & Officer Mike T145–T152 TE(3): A Tree is Growing T227–T238 TE(5): Anartic Ice T45–T54, Bat Loves the Night T143–T150 TE(6): Spiders and Their Webs T139–T147</p>	<p>I can read informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>I can comprehend informational texts at the high end of the grades 2-3 text complexity band independently and proficiently</p>	informational text complexity independently proficiently
Reading - Foundational Skills				
RF.3.3	Apply grade-level phonics and word analysis in decoding words	Making Meaning: Unit 4, 5, 6, 7, 8, 9	I apply grade-level phonics and word analysis skills in decoding words.	Phonics word analysis decoding identify prefixes derivational

RF.3.3a	Know the meaning of common prefixes and derivational suffixes	Storytown Spelling Lessons 16, 18, 19, 23, 26 , 28, 29	<p>I can identify the most common prefixes.</p> <p>I know the meaning of the most common prefixes.</p> <p>I can identify the most common derivational suffixes.</p> <p>I know the meaning of the most common derivational suffixes.</p>	<p>suffixes multi-syllable irregularly</p>
RF.3.3b	Decode words with common Latin suffixes	Storytown Spelling Lessons 16, 18, 19, 23, 26 , 28, 29	I can decode words with common Latin suffixes	
RF.3.3c	Decode multisyllable words	Storytown Literacy Groups Spelling Instruction	I can decode multi-syllable words.	
RF.3.3d	Read irregularly spelled words	Storytown Literacy Groups Spelling Instruction	I can read grade-appropriate irregularly spelled words.	

RF.3.4	Read with accuracy and fluency to support comprehension	Making Meaning: Units 1, 2, 3, 4, 5, 6, 7, 8, 9 Storytown Literacy Groups	I can read with sufficient accuracy to support comprehension. I can read with sufficient fluency to support comprehension.	sufficient accuracy comprehension fluency prose poetry orally rate expression successive context confirm re-reading
RF.3.4a	Read on-level text with understanding	Making Meaning: Units 1, 2, 3, 4, 5, 6, 7, 8, 9 Storytown Literacy Groups	I can read on-level text with purpose and understanding.	word recognition self-correct necessary
RF.3.4b	Read prose and poetry orally	Making Meaning: Units 4, 5, 7 StoryTown Various reading materials	I can read on-level prose and poetry orally with accuracy, rate and expression on successive readings.	

RF.3.4c	Use context to confirm word recognition and understanding	Making Meaning: Units 2, 3, 4, 5, 6, 7, 8, 9 Literacy Groups Storytown	c. I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Writing				
W.3.1	Write opinion pieces on topics, supporting a point of view	SCSD 3rd Grade Writing Binder: MAISA Unit and Write Steps Unit 4		
W.3.1a	Introduce the topic, state an opinion, and create an organizational structure	SCSD 3rd Grade Writing Binder: MAISA Unit Write Steps Unit 4	I can introduce the topic or text I am writing about. I can state an opinion. I can create an organizational structure that lists reasons for my opinion.	opinion topics point of view state create organization structure lists support linking phrases connect concluding statement section
W.3.1b	Provide reasons to support opinion	SCSD 3rd Grade Writing Binder: MAISA Unit Write Steps Unit 4	I can provide reasons that support the opinion.	
W.3.1c	Use linking words and phrases to connect opinion and reasons	SCSD 3rd Grade Writing Binder: MAISA Unit Write Steps Unit 4	I can use linking words and phrases to connect my opinion and reasons.	

W.3.1d	Provide a concluding statement	SCSD 3rd Grade Writing Binder: MAISA Unit Write Steps Unit 4	d. I can provide a concluding statement or section.	
W.3.2	Write informative/explanatory texts to examine a topic	SCSD 3rd Grade Writing Binder: Write Steps Units 3a, 3b, and 6	I can examine a topic and convey ideas and information clearly	informative explanatory texts examine topic convey ideas information related illustration aiding comprehension facts definitions details linking categories concluding statement section

W.3.2a	Introduce a topic and group related information together	SCSD 3rd Grade Writing Binder: Write Steps Units 3a, 3b, and 6	I can introduce a topic. I can group related information together. I can include illustrations when useful to aid comprehension.	
W.3.2b	Develop topic with facts, definitions, and details	SCSD 3rd Grade Writing Binder: Write Steps Units 3a, 3b, and 6	I can develop the topic with facts, definitions, and details.	
W.3.2c	Use linking words and phrases to connect ideas	SCSD 3rd Grade Writing Binder: Write Steps Units 3a, 3b, and 6	I can use linking words and phrases to connect ideas within categories of information.	
W.3.2d	Provide a concluding statement	SCSD 3rd Grade Writing Binder: Write Steps Units 3a, 3b, and 6	I can provide a concluding statement or section.	

W.3.3	Write narratives to develop real or imagined experiences	SCSD 3rd Grade Writing Binder: Write Steps Units 1, 2a, 2b, and 5 Ralph Fletcher Narrative 1	I can use effective techniques, descriptive details, and clear event sequences.	
W.3.3a	Establish a situation and introduce a narrator and/or characters	SCSD 3rd Grade Writing Binder: Write Steps Units 1, 2a, 2b, and 5 Ralph Fletcher Narrative 1	I can establish a situation. I can introduce a narrator and/or characters. I can organize an event sequence that unfolds naturally.	

W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings	SCSD 3rd Grade Writing Binder: Write Steps Units 1, 2a, 2b, and 5 Ralph Fletcher Narrative 1	I can use dialogue to develop experiences and events. I can use dialogue to show the response of characters to situations. I can use descriptions of actions, thoughts and feelings to develop experiences and events. I can use descriptions of actions, thoughts and feelings to show the response of characters to situations.	
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W.3.3c	Use temporal words and phrases to signal event order	SCSD 3rd Grade Writing Binder: Write Steps Units 1, 2a, 2b, and 5 Ralph Fletcher Narrative 1	I can use temporal words and phrases to signal event order.	
W.3.3d	Provide a sense of closure	SCSD 3rd Grade Writing Binder: Write Steps Units 1, 2a, 2b, and 5 Ralph Fletcher Narrative 1	I can provide a sense of closure.	
W.3.4	Produce writing with development and organization appropriate to purpose	SCSD 3rd Grade Writing Binder: Write Steps Units 1, 2a, 2b, and 5 Ralph Fletcher Narrative 1	I can produce writing in which the development is appropriate to task and purpose with guidance and support from adults. I can produce writing in which the organization is appropriate to task and purpose with guidance and support from peers and adults.	guidance produce development organization appropriate task purpose

3.W.05	Develop and strengthen writing as needed by planning, revising, and editing	SCSD 3rd Grade Writing Binder: Write Steps Units 1, 2a, 2b, and 5 Ralph Fletcher Narrative 1	<p>I can develop and strengthen writing by planning, revising and editing my writing with guidance and support from peers and adults.</p> <p>I can edit my writing for conventions demonstrating command of Language standards 1-3 grades K-3 with guidance and support from peers and adults.</p>	<p>guidance peers adults develop strengthen planning revising editing conventions demonstrate command</p>
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W.3.6	Use technology to produce and publish writing and collaborate with others	SCSD 3rd Grade Writing Binder: Write Steps Units 6	<p>I can use technology to produce and publish writing using keyboarding skills with guidance and support from adults.</p> <p>I can interact and collaborate with others to produce and publish my writing.</p>	<p>technology produce publish keyboarding guidance interact collaborate</p>
W.3.7	Conduct short research projects	SCSD 3rd Grade Writing Binder: Write Steps Units 6	I can conduct short research projects that build knowledge about a topic	conduct research projects

W.3.8	Gather information from various sources and take brief notes	SCSD 3rd Grade Writing Binder: Write Steps Units 6	<p>I can recall information from experiences.</p> <p>I can gather information from print.</p> <p>I can gather information from digital sources.</p> <p>I can take brief notes on sources</p> <p>I can sort evidence into provided categories.</p>	<p>recall print digital sources</p> <p>sort evidence categories</p>
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3.W.10	Write routinely for a range of tasks, purposes, and audiences	SCSD 3rd Grade Writing Binder: Write Steps Units 1, 2a,2b, 3a, 3b, 4, 6 MAISA Unit Ralph Fletcher Narrative 1	<p>I can write routinely over extended time frames with time for research, reflection and revision for a range of discipline-specific tasks, purposes, and audiences.</p> <p>I can write routinely in shorter time frames, a single sitting or a day or two, for a range of discipline-specific tasks, purposes, and audiences.</p>	routinely extended research reflection revision discipline-specific audiences
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Speaking and Listening

SL.3.1	Engage effectively in a range of collaborative discussions	Making Meaning: Units 1, 2, 3, 4, 5, 6, 7, 8, 9	<p>I can engage effectively in a range of collaborative discussions with diverse partners on Grade 3 topics and texts.</p> <p>I can build on others' ideas.</p> <p>I can express my own ideas clearly</p>	<p>engage effectively in a range of collaborative diverse express required explicitly draw preparation explore agreed-upon topic link remarks explain in light presented</p>
SL.3.1a	Come to discussions prepared	<p>Making Meaning: Units 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>StoryTown: TE(1): T432</p> <p>TE(2): T440</p> <p>TE(3): T442</p> <p>TE(4): T440</p> <p>TE(5): T438</p> <p>TE(6): T438</p>	<p>I can come to discussion having read or studied required material.</p> <p>I can explicitly draw on that preparation and my own information known about the topic to explore ideas under discussion.</p>	<p>presented</p>

SL.3.1b	Follow agreed-upon rules	Making Meaning: Units 1, 2, 3, 4, 5, 6, 7, 8, 9	I can follow agreed-upon-rules for discussions.
SL.3.1c	Ask questions, stay on topic, and link comments to the remarks of others	Making Meaning: Units 1, 2, 3, 4, 5, 6, 7, 8, 9	I can ask questions to check understanding of information presented. I can stay on topic, I can link my comments to the remarks of others.
SL.3.1d	Explain ideas and understanding in light of the discussion	Making Meaning: Units 1, 2, 3, 4, 5, 6, 7, 8, 9	I can explain my ideas and understanding in light of the discussion.

SL.3.2	Determine main ideas and supporting details of text presented in diverse media	Making Meaning: Units 1, 2, 3, 4, 5, 6, 7, 8, 9	<p>I can determine the main ideas of a text read aloud.</p> <p>I can determine the main ideas of information presented in diverse media and formats.</p> <p>I can determine supporting details of a text read aloud.</p> <p>I can determine supporting details of information presented in diverse media and formats.</p>	<p>determine main idea text aloud presented diverse media format supporting details</p>
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SL.3.3	Ask and answer questions about information from a speaker	Making Meaning: Units 1, 2, 3, 4, 5, 6, 7, 8, 9	<p>I can ask questions about information from a speaker.</p> <p>I can answer questions about information from a speaker.</p> <p>I can offer appropriate elaboration and detail about information from a speaker.</p>	<p>questions speaker answer information offer appropriate elaboration detail</p>
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SL.3.4	Report on a topic, story, or experience speaking clearly at a good pace	Making Meaning: Units 1, 2, 3, 4, 5, 6, 7, 8, 9	<p>I can report on a topic or text with appropriate facts and relevant, understandable pace.</p> <p>I can tell a story with appropriate facts and relevant, understandable pace.</p> <p>I can recount an experience with appropriate facts and relevant, understandable pace.</p>	<p>topic text appropriate facts relevant pace recount experience</p>
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SL.3.5	Create engaging audio recordings of stories or poems	Poems and stories from a variety sources using iPads or iPods for recording	<p>I can create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace.</p> <p>I can add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>create engaging audio recordings demonstrate fluid reading understandable pace visual display emphasize enhance details facts</p>
SL.3.6	Speak in complete sentences	Daily conversations Making Meaning-Think-Pair-Share	<p>I can speak in complete sentences when appropriate to task and situation.</p> <p>I can provide requested detail or clarification.</p>	<p>complete sentence appropriate situation provide requested detail clarification</p>
Language				

L.3.1	Demonstrate command of English grammar when writing or speaking	Making Meaning SCSD 3rd Grade Writing Binder	I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	demonstrate command of conventions grammar usage explain function nouns pronouns verbs adjectives adverbs particular form regular irregular plural abstract tenses subject-verb pronoun-antecedent agreement comparative superlative choose modified coordinating subordinating conjunctions simple
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L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs	Storytown Grammar SCSD 3rd Grade Writing Binder	I can explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	
L.3.1b	Use regular and irregular plural nouns	Storytown Grammar Lesson 9	I can form and use regular and irregular plural nouns.	
L.3.1c	Use abstract nouns	Storytown Grammar Lesson 7, 9, 11	I can use abstract nouns.	
L.3.1d	Use regular and irregular verbs	Storytown Grammar Lesson 19, 21, 26, 28	I can form and use regular and irregular verbs.	
L.3.1e	Use simple verb tenses	Storytown Grammar Lesson 22, 23, 24	I can form and use the simple verb tenses.	
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement	Storytown Grammar Lesson 12, 13, 14	I can ensure subject- verb and pronoun-antecedent agreement	

L.3.1g	Use comparative and superlative adjectives and adverbs	Storytown Grammar Lesson 16, 17, 27	I can form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	
L.3.1h	Use coordinating and subordinating conjunctions	SCSD 3rd Grade Writing Binder	I can use coordinating and subordinating conjunctions.	
L.3.1i	Produce simple, compound, and complex sentences	SCSD 3rd Grade Writing Binder	I can produce simple, compound, and complex sentences	
L.3.2	Demonstrate capitalization, punctuation, and spelling when writing	Storytown Grammar Lesson 29	I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	
L.3.2a	Capitalize words in titles	SCSD 3rd Grade Writing Binder	I can capitalize appropriate words in titles.	

L.3.2b	Use commas in addresses	SCSD 3rd Grade Writing Binder	I can use commas in addresses.	
L.3.2c	Use commas and quotation marks in dialogue	SCSD 3rd Grade Writing Binder	I can commas and quotation marks in dialogue.	
L.3.2d	Use possessives	Storytown Spelling Lesson 11	I can form and use possessives.	
L.3.2e	Use conventional spelling for frequent, studied words, and adding suffixes	Storytown Spelling: Lessons 1-30 Storytown Word Study Prefixes and suffixes-Lessons 16, 18, 19, 23, 26 , 28, 29 Homophones-Lesson 23, 24 Writing Instruction	I can use conventional spelling for high frequency and other studied words and for adding suffixes to base words.	
L.3.2f	Use spelling patterns and generalizations in writing	Storytown Spelling SCSD 3rd Grade Writing Binder	I can use spelling patterns and generalizations in writing words.	

L.3.2g	Consult reference materials, including dictionaries	SCSD 3rd Grade Writing Binder	I can consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
L.3.3	Use language and its conventions when writing, speaking, reading, or listening	Making Meaning: Unit 3, 5, 6, 7 SCSD 3rd Grade Writing Binder Storytown	I can use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.3.3a	Choose words and phrases for effect	SCSD 3rd Grade Writing Binder	I can choose words and phrases for effect.	
L.3.3b	Recognize differences between spoken and written English	Making Meaning SCSD 3rd Grade Writing Binder	I can recognize and observe differences between the conventions of spoken and written standard English.	

L.3.4	Determine meanings of unknown and multiple-meaning word and phrases	Making Meaning: Units 3, 4, 5, 6, 7, 8, 9	I can 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.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase	Storytown SCSD 3rd Grade Writing Binder	I can use sentence-level context as a clue to the meaning of word or phrase.	
L.3.4b	Determine meanings of new words formed when a known affix is added	Lessons 16, 18, 19, 23, 26 , 28, 29	I can determine the meaning of the new word formed when a known affix is added to a known word.	

L.3.4c	Use a known root word as a clue of meanings of words with the same root	Lessons 16, 18, 19, 23, 26 , 28, 29	I can use a known root word as clue to the meaning of an unknown word with the same root.	
L.3.4d	Use glossaries or dictionaries to determine meanings of words and phrases	Storytown Vocabulary Lessons	I can use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	
L.3.5	Understand word relationships and nuances in meanings	Making Meaning Storytown	I can demonstrate understanding of word relationships and nuances in word meanings.	demonstrate understanding word relationships nuances meanings literal nonliteral phrases context identify real-life connections between use distinguish
L.3.5a	Distinguish literal and nonliteral meanings	Making Meaning Storytown	I can distinguish the literal and nonliteral meanings of words and phrases in context.	

L.3.5b	Identify connections between words and their use	Making Meaning Storytown	I can identify real-life connections between words and their use.	shades among related describe states mind degrees certainty
L.3.5c	Distinguish meaning among words for states of mind or degrees of certainty	Making Meaning Storytown	I can distinguish shades of meaning among related words that describe states of mind or degrees of certainty	
L.3.6	Acquire and use general academic, and domain-specific words and phrases	Making Meaning Storytown SCSD Grade 3 Writing Binder	I can acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	acquire accurately grade-appropriate conversational general academic domain-specific words phrases signal spatial temporal relationships