

Standard Code	Standard Code and Standard	Keep or Propose Change	Type of Change	Quality Standard Rule #	Reason for Proposed Change
3.RL.1	3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Keep			
3.RL.2	3.RL.2 Recount Retell stories, including fables, folktales, and myths those from diverse cultures; determine the central message/ theme , lesson, or moral and explain how it is conveyed revealed through key details in the text.	Change	Rewritten	3	Clarified language
3.RL.3	3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot sequence of events.	Change	Rewritten	3	Clarified language (add examples from parenthesis to unpacked standards).
3.RL.4	3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Keep			
3.RL.5	3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole . builds on earlier sections.	Change	Rewritten	3	Clarified language (Added Part A to separate the two separate ideas).
3.RL.6	3.RL.6 Distinguish their own the student's point of view from that of the narrator or those of the characters. Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.	Change	Rewritten	3	Clarified language (Added Part A to separate the two separate ideas).
3.RL.7	3.RL.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).	change	rewritten	3	clarified language
3.RL.8	3.RL.8 (Not applicable to literature)				

3.RL.9	3.RL.9 Compare and contrast the central message/ themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Change	Rewritten	3	Clarified language (added central message)
3.RL.10	3.RL.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. By the end of the year, read and comprehend a variety of literary texts. A. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands). B. With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.	Change	Rewritten	2	Added information regarding self-selection.
3.RI.1	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Keep			
3.RI.2	3.RI.2 Determine the main idea of a text; recount identify the key details and explain how they support the main idea.	Change	Rewritten	3	Improves clarity of standard.
3.RI.3	3.RI.3 Describe Explain the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures, ideas, or concepts in a historical, scientific, or technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Change	Rewritten	2, 3	Streamlined the language used in the standard and created consistency between grades 3-5.

3.RI.4	3.RI.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.	Keep			
3.RI.5	3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Change	Rewritten	2	Improved vertical alignment (3/4 grades)
3.RI.6	3.RI.6 Identify the author's point of view based on text evidence and distinguish their own the student's point of view from that of the author of a text.	Change	Rewritten	2	Improve vertical alignment between 2nd-4th grades.
3.RI.7	3.RI.7 Use information gained from illustrations- specific images (e.g., illustrations , maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Change	Rewritten	2, 3	Improve clarity of language and transition between 2/4th grades
3.RI.8	3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support particular points the author makes.	Change	Rewritten	2	Improve vertical alignment between 2-4th grades
3.RI.9	3.RI.9 Compare and contrast the most important points- main ideas and key details presented in two texts on the same topic.	Change	Rewritten	3	Apply consistent language between RI.9 and RI.2

3.RI.10	<p>3.RI.10 By the end of the year, Read and comprehend grade level 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.</p> <p>a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, knowledge demands).</p> <p>b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.</p>	Change	Rewritten	2, 3	Clear language and consistency among grade levels.
3.RF.1	3.RF.1 There is not a grade 3 standard for this concept. Please see preceding grades for more information.				
3.RF.2	3.RF.2 There is not a grade 3 standard for this concept. Please see preceding grades for more information.				
3.RF.3	<p>3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled high frequency words.</p>	Change	rewritten	3	Clarify language

3.RF.4	<p>3.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level texts prose and poetry orally in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	Change	rewritten	3	Clarify language
3.W.1	<p>3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons in which related ideas are grouped.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use grade level appropriate linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section conclusion.</p>	Change	Rewritten	2, 3	Clarify language and connect learning across the grades

3.W.2	<p>3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations text features when useful to aiding support comprehension for the reader.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use grade level appropriate linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section conclusion.</p>	change	Rewritten	3	Clarify language
3.W.3	<p>3.W.3 Write narratives (e.g., story, poetry, drama) to develop real or and imagined experiences or events using effective technique descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure conclusion (when appropriate to the genre).</p>	change	Rewritten	3	Clarify language

3.W.4	3.W.4 With guidance and support from adults, produce clear and coherent writing in which the development and organization are appropriate to task, and purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Change	Rewritten	2, 3	Connect with fourth grade and clarify language
3.W.5	3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting , revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	Change	Rewritten	3	Clarify language
3.W.6	3.W.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.	Change	Rewritten	3	Clarify language
3.W.7	3.W.7 Conduct short research projects that build knowledge about a topic.	Keep			
3.W.8	3.W.8 Recall information from experiences or and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Keep	Rewritten	3	Clarify language
3.W.9	3.W.9 (Begins in grade 4)				

3.W.10	3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.	Change	Rewritten	1	Add support for writing independently.
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3.L.1	<p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Write legibly in print or cursive, using appropriate spacing and margins.</p> <p>b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>c. Form and use regular and irregular plural nouns.</p> <p>d. Use abstract nouns (e.g., childhood).</p> <p>e. Form and use regular and irregular verbs.</p> <p>f. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses (e.g., I walked; I walk; I will walk) .</p> <p>g. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>h. Form and use adverbs and adjectives (comparative and superlative). comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>i. Use coordinating and subordinating conjunctions.</p> <p>j. Produce simple, compound, and complex sentences.</p>	change	rewrite	1, 3	Added the handwriting component and clarified language
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3.L.2	<p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words— Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	Change	Rewrite	3	Clarify language
3.L.3	<p>3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard-formal and informal English.</p>	change	rewritten	3	Clarify language

3.L.4	<p>3.L.4 Use flexible strategies to 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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of words when affixes are added. the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. Use print and digital reference materials to determine or clarify meaning of words and phrases.</p>	change	rewritten	3	Clarify language
3.L.5	<p>3.L.5 Demonstrate understanding of word relationships and nuances subtle differences in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning subtle differences among closely related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	change	rewritten, remove	3, 2	Clarify language,

3.L.6	3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely , including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	change	rewritten	3	clarify language - remove examples
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