IXL Skill Plan
Mississippi College and Career Readiness Standards:
Grade 3

Use IXL’s interactive skill plan to get up-to-date skill alignments, assign skills to your students, and track progress.

**RL.3 | 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.

**Inference**
1. Draw inferences from a text  GFW
2. Make predictions about a story  FWT

**Story elements**
3. Identify story elements  CXN

**Reading comprehension**
4. Read fantasy with illustrations  YGF
5. Read historical fiction with illustrations  JC7
6. Read science fiction with illustrations  2ZK
7. Read realistic fiction with illustrations  QTL
8. Read realistic fiction: set 1  YQD
9. Read realistic fiction: set 2  ZQK

**Poetry**
10. Read poetry  YYJ

**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.

1. Determine the themes of myths, fables, and folktales  7T9
2. Identify story elements  CXN

**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.

1. Use actions and dialogue to understand characters  PQQ

### 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.

**Academic vocabulary**
1. Use academic vocabulary in context  VEL

**Vocabulary in context**
2. Read realistic fiction: set 1  YQD
3. Read realistic fiction: set 2  ZQK
4. Determine the meaning of words using synonyms in context  WZZ
5. Use context to identify the meaning of a word  5A8

**Similes**
6. Similes with pictures  UVX
7. Determine the meanings of similes  Z59

**Multiple-meaning words**
8. Which definition matches the sentence?  GGV
9. Which sentence matches the definition?  WGP

**Figures of speech**
10. Read poetry  YYJ

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**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.

**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).

**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).
### 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.

<table>
<thead>
<tr>
<th>Story elements</th>
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<tbody>
<tr>
<td>1. Identify story elements CXN</td>
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<table>
<thead>
<tr>
<th>Historical fiction</th>
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<tbody>
<tr>
<td>2. Read historical fiction with illustrations JC7</td>
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<table>
<thead>
<tr>
<th>Fantasy</th>
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<tbody>
<tr>
<td>3. Read fantasy with illustrations YGF</td>
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<table>
<thead>
<tr>
<th>Science fiction</th>
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<tbody>
<tr>
<td>4. Read science fiction with illustrations 2ZK</td>
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<table>
<thead>
<tr>
<th>Realistic fiction</th>
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<tbody>
<tr>
<td>5. Read realistic fiction with illustrations QTL</td>
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<tr>
<td>6. Read realistic fiction: set 1 YQD</td>
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<tr>
<td>7. Read realistic fiction: set 2 ZQK</td>
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<table>
<thead>
<tr>
<th>Poetry</th>
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<tbody>
<tr>
<td>8. Read poetry YYJ</td>
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<table>
<thead>
<tr>
<th>Myths, fables, and folktales</th>
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<tbody>
<tr>
<td>9. Determine the themes of myths, fables, and folktales 7T9</td>
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## RI.3 | 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.

<table>
<thead>
<tr>
<th>Compare and contrast</th>
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<tbody>
<tr>
<td>1. Compare and contrast in informational texts UNG</td>
</tr>
<tr>
<td>2. Compare information from two informational texts DNH</td>
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</table>

<table>
<thead>
<tr>
<th>Cause and effect</th>
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<tbody>
<tr>
<td>3. Match causes and effects in informational texts PN7</td>
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<table>
<thead>
<tr>
<th>Problem and solution</th>
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<tbody>
<tr>
<td>4. Match problems with their solutions T8Y</td>
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<table>
<thead>
<tr>
<th>Reading comprehension</th>
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</thead>
<tbody>
<tr>
<td>5. Read about animals 8KK</td>
</tr>
<tr>
<td>6. Read about food VJM</td>
</tr>
<tr>
<td>7. Read about art, music, and traditions 5TX</td>
</tr>
<tr>
<td>8. Read about sports and hobbies BG9</td>
</tr>
<tr>
<td>9. Read about famous people ZZE</td>
</tr>
<tr>
<td>10. Read about business and technology G5Y</td>
</tr>
<tr>
<td>11. Read about science and nature WSP</td>
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</table>

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

<table>
<thead>
<tr>
<th>Main idea</th>
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<tbody>
<tr>
<td>1. Use key details to determine the main idea NHQ</td>
</tr>
<tr>
<td>2. Determine the main idea of a passage RD9</td>
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<table>
<thead>
<tr>
<th>Key details</th>
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<tbody>
<tr>
<td>3. Determine the order of events in informational texts ZXC</td>
</tr>
<tr>
<td>4. Compare and contrast in informational texts UNG</td>
</tr>
<tr>
<td>5. Match causes and effects in informational texts PN7</td>
</tr>
<tr>
<td>6. Match problems with their solutions T8Y</td>
</tr>
<tr>
<td>7. Compare information from two informational texts DNH</td>
</tr>
</tbody>
</table>

Reading comprehension

8. Read about famous people ZZE
9. Read about famous places NBX
10. Read about business and technology G5Y
11. Read about science and nature WSP

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.

Sequence
1. Determine the order of events in informational texts ZXC
2. Identify time-order words XRD

Compare and contrast
3. Compare and contrast in informational texts UNG

Cause and effect
4. Match causes and effects in informational texts PN7

Problem and solution
5. Match problems with their solutions T8Y

Text structure
6. Identify text structures UYA

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.

Vocabulary in reading comprehension
1. Read about food VJM
2. Read about art, music, and traditions 5TX
3. Read about sports and hobbies BG9
4. Read about famous people ZZE
5. Read about business and technology G5Y
6. Read about science and nature WSP

Context clues
7. Use context to identify the meaning of a word 5A8
8. Use academic vocabulary in context VEL
**RI.3.5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

1. Use text features FZ7
2. Use guide words LT9

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

1. Identify an author's statement of opinion GC2

**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).

1. Determine the order of events in informational texts ZXC

**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).

- **Sequence**
  1. Determine the order of events in informational texts ZXC
  2. Put the sentences in order KWL

- **Compare and contrast**
  3. Compare and contrast in informational texts UNG

- **Cause and effect**
  4. Match causes with effects 76M
  5. Match causes and effects in informational texts PN7

- **Problem and solution**
  6. Match problems with their solutions T8Y

- **Text structure**
  7. Identify text structures UYA

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

1. Compare and contrast in informational texts UNG
2. Compare information from two informational texts DNH
### 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.

<table>
<thead>
<tr>
<th>Main idea</th>
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<tbody>
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<td>1. Determine the main idea of a passage</td>
<td>RD9</td>
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<table>
<thead>
<tr>
<th>History and social studies</th>
<th></th>
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<tbody>
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<td>2. Read about art, music, and traditions</td>
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**RF.3 | Reading Foundational Skills**

### Phonics and Word Recognition

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

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

<table>
<thead>
<tr>
<th>Prefixes</th>
<th>Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine the meaning of a word with pre-, re-, or mis-</td>
<td>3. Determine the meaning of a word with -ful or -less</td>
</tr>
<tr>
<td>QR5</td>
<td>SVF</td>
</tr>
<tr>
<td>2. Use the prefixes pre-, re-, and mis-</td>
<td>4. Determine the meaning of a word with -ly or -ness</td>
</tr>
<tr>
<td>ZAK</td>
<td>XPG</td>
</tr>
</tbody>
</table>

**Prefixes and suffixes**

7. Determine the meanings of words with prefixes and suffixes: review
6. Sort words with shared prefixes and suffixes by meaning

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Determine the meaning of a word with -able or -ment</td>
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</table>

**RF.3.3c:** Decode multisyllable words.

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</tr>
<tr>
<td>QR5</td>
<td>SVF</td>
</tr>
</tbody>
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**Suffixes**

2. Determine the meaning of a word with -ful or -less
3. Determine the meaning of a word with -ly or -ness
4. Determine the meaning of a word with -able or -ment

**Visit IXL's interactive skill plan at www.ixl.com/ela/skill-plans/mississippi-college-and-career-readiness-standards-grade-3**
5. Determine the meaning of a word with a suffix: review CYD
6. Sort words with shared suffixes by part of speech NND

Prefixes and suffixes
7. Identify base words, prefixes, and suffixes KTZ
8. Determine the meanings of words with prefixes and suffixes: review 7DL
9. Sort words with shared prefixes and suffixes by meaning LDS

Word patterns
10. Word pattern analogies TQL
11. Word pattern sentences ME6

Greek and Latin roots
12. Use Greek and Latin roots as clues to the meanings of words TE5
13. Determine the meanings of Greek and Latin roots XLE
14. Determine the meanings of words with Greek and Latin roots U83

Compound words
15. Form compound words with pictures 39C
16. Form compound words SZE
17. Form and use compound words FLA

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

**Fluency**

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

**RF.3.4a:** Read grade-level text with purpose and understanding.

**Main idea**
1. Determine the main idea of a passage RD9

**Theme**
2. Determine the themes of myths, fables, and folktales 7T9
Inferences
3. Make predictions about a story  FWT

Story elements
4. Identify story elements  CXN

Text structure
5. Determine the order of events in informational texts  ZXC
6. Compare and contrast in informational texts  UNG
7. Match causes and effects in informational texts  PN7
8. Match problems with their solutions  T8Y

Reading comprehension in informational texts
9. Compare information from two informational texts  DNH
10. Read about animals  8KK
11. Read about art, music, and traditions  5TX
12. Read about sports and hobbies  BG9
13. Read about famous people  ZZE
14. Read about famous places  NBX
15. Read about business and technology  G5Y
16. Read about science and nature  WSP

Reading comprehension in literary texts
17. Read fantasy with illustrations  YGF
18. Read historical fiction with illustrations  JC7
19. Read realistic fiction with illustrations  QTL
20. Read realistic fiction: set 1  YQD
21. Read realistic fiction: set 2  ZQK
22. Read poetry  YYJ

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

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

**Vocabulary in context**
1. Determine the meaning of words using synonyms in context  WZZ
2. Use context to identify the meaning of a word  
   5A8
3. Use academic vocabulary in context  
   VEL

Multiple-meaning words
4. Which definition matches the sentence?  
   GGV
5. Which sentence matches the definition?  
   WGP

Context clues in informational texts
6. Read about animals  
   8KK
7. Read about art, music, and traditions  
   5TX
8. Read about sports and hobbies  
   BG9
9. Read about famous people  
   ZZE
10. Read about famous places  
    NBX
11. Read about business and technology  
    G5Y
12. Read about science and nature  
    WSP

Context clues in literary texts
13. Read fantasy with illustrations  
    YGF
14. Read historical fiction with illustrations  
    JC7
15. Read realistic fiction with illustrations  
    QTL
16. Read realistic fiction: set 1  
    YQD
17. Read realistic fiction: set 2  
    ZQK
W.3 | Writing

Text Types and Purposes

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

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

Author's purpose
1. Identify the author's purpose: passages A5Q

Facts and opinions
2. Distinguish facts from opinions XJV
3. Identify an author's statement of opinion GC2

Opinions, reasons, and examples
4. Complete the opinion passage with an example L6W
5. Complete the opinion passage with a reason LJX
6. Complete the opinion-reason-example table MJN

Organization
7. Organize information by main idea U2Q

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

1. Choose reasons to support an opinion CXD
2. Complete the opinion passage with a reason LJX
3. Complete the opinion-reason-example table MJN

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

1. Use coordinating conjunctions TCZ
2. Use subordinating conjunctions QWF
3. Choose the best transition 5HN
4. Use linking words to complete a passage EBL

W.3.1d: Provide a concluding statement or section.
**W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

<table>
<thead>
<tr>
<th>Topic sentences</th>
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<tbody>
<tr>
<td>1. Choose topic sentences for narrative paragraphs</td>
</tr>
<tr>
<td>2. Choose topic sentences for expository paragraphs</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Key details</th>
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<tbody>
<tr>
<td>3. Use key details to determine the main idea</td>
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<table>
<thead>
<tr>
<th>Organization</th>
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<tbody>
<tr>
<td>4. Put the sentences in order</td>
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<tr>
<td>5. Organize information by main idea</td>
</tr>
<tr>
<td>6. Select the detail that does not support the topic sentence</td>
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</table>

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

| Distinguish facts from opinions | XJV |
| Choose reasons to support an opinion | CXD |

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

| Use coordinating conjunctions | TCZ |
| Use subordinating conjunctions | QWF |
| Combine sentences: subjects and predicates | ZGV |

<table>
<thead>
<tr>
<th>Transitions</th>
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<tbody>
<tr>
<td>4. Choose the best transition</td>
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<tr>
<td>5. Use linking words to complete a passage</td>
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</table>

**W.3.2d:** 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.3.3a:** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

| Put the sentences in order | KWL |
| Choose topic sentences for narrative paragraphs | SJM |
| Add descriptive details to sentences | TM8 |
**W.3.3b**: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

1. Use actions and dialogue to understand characters **PQQ**
2. Add descriptive details to sentences **TM8**
3. Show character emotions and traits **SCZ**
4. Revise the sentence using a stronger verb **2K7**

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

1. Put the sentences in order **KWL**
2. Identify time-order words **XRD**
3. Use time-order words **V2M**

**W.3.3d**: 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Author's purpose**
1. Identify the author's purpose: mixed media **BWA**
2. Identify the author's purpose: passages **A5Q**
3. Choose the text that matches the writer's purpose **MGP**

**Text structure**
4. Determine the order of events in informational texts **ZXC**
5. Match causes and effects in informational texts **PN7**
6. Match problems with their solutions **T8Y**
7. Identify text structures **UYA**

**Organization**
8. Organize information by main idea **U2Q**

**W.3.5**: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3).

**Organization**
1. Put the sentences in order **KWL**
2. Organize information by main idea **U2Q**

**Editing**
3. Correct errors with signs **9DQ**
4. Is it a complete sentence or a fragment? **9VB**
5. Is it a complete sentence or a run-on? **95A**
6. Is it a complete sentence, a fragment, or a run-on? **P7Z**
7. Identify and correct errors with plural and possessive nouns  
8. Commas: review  
9. Capitalization: review  
10. Punctuating dialogue

Revision
11. Select the detail that does not support the topic sentence  
12. Choose the best transition  
13. Add descriptive details to sentences  
14. Revise the sentence using a stronger verb

Combine sentences
15. Combine sentences: subjects and predicates  
16. Combine sentences by adding key details

**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.

1. Determine the main idea of a passage  
2. 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.
L.3 | Language

Conventions of Standard English

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

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

Nouns
1. Which word is a noun? SPZ
2. Identify nouns ZT2
3. Identify nouns – with abstract nouns LYG
4. Identify common and proper nouns B47

Pronouns
5. Identify personal pronouns K8V
6. Identify possessive pronouns DL5

Verbs
7. Identify action verbs YLU
8. Identify main verbs and helping verbs SRA

Adjectives
9. Does the adjective tell you what kind or how many? ZQU
10. Identify the adjective that describes the noun 6SQ
11. Identify adjectives VJW

Adverbs
12. Does the adverb tell you how, when, or where? Q45
13. Identify adverbs HQY

L.3.1b: Form and use regular and irregular plural nouns.
1. Form regular plurals with -s, -es, and -ies CZZ
2. Use regular plurals with -s, -es, and -ies VNA
3. Form and use irregular plurals PFL

L.3.1c: Use abstract nouns (e.g., childhood).
1. Identify nouns – with abstract nouns LYG
### L.3.1d: Form and use regular and irregular verbs.

**Irregular past tense**
1. Form and use the irregular past tense: set 1 8YP
2. Form and use the irregular past tense: set 2 TPD
3. Form and use the irregular past tense: set 3 Q5K
4. Form and use the irregular past tense: set 4 N92
5. Form and use the irregular past tense: set 5 CWX

**Action verbs**
6. Use action verbs D2V

**To be**
7. To be: use the correct form JG2

**To have**
8. To have: use the correct form ANK

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

1. Form and use the regular past tense Z6T
2. Is the sentence in the past, present, or future tense? RQ5
3. Change the sentence to future tense CSP

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

1. Replace the noun with a personal pronoun ESB
2. Is the subject singular or plural? EH8
3. Use the correct subject or verb FZR
4. Pronoun-verb agreement DBY

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

1. Choose between adjectives and adverbs 62X
2. Use adjectives to compare AED
3. Spell adjectives that compare 5LM
4. Use adverbs to compare 36M

### L.3.1h: Use coordinating and subordinating conjunctions.

**Coordinating conjunctions**
1. Use coordinating conjunctions TCZ
2. Identify coordinating conjunctions UXW

**Subordinating conjunctions**
3. Use subordinating conjunctions QWF
4. Identify subordinating conjunctions N2X

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

**Sentences, fragments, and run-ons**
1. Is it a complete sentence or a fragment? 9VB
2. Is it a complete sentence or a run-on? 95A
3. Is it a complete sentence, a fragment, or a run-on? P7Z

**Subjects and predicates**
4. Identify the complete subject of a sentence JXU
5. Identify the complete predicate of a sentence 5QJ

**Sentence structure**
6. Create varied sentences based on models MPJ
7. Order the words to create a sentence ZQG

**Compound sentences**
8. Create compound sentences T49

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

**L.3.2a:** Capitalize appropriate words in titles.
1. Capitalizing titles KCY

**L.3.2b:** Use commas in addresses.
1. Commas with the names of places 2ES

**L.3.2c:** Use commas and quotation marks in dialogue.
1. Punctuating dialogue SYD

**L.3.2d:** Form and use possessives.
1. Form the singular or plural possessive 74E

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

**Word patterns**
1. Word pattern analogies TQL
2. Word pattern sentences ME6

**Homophones**
3. Homophones with pictures 84T
4. Use the correct homophone VNC

**Regular plurals**
5. Form regular plurals with -s, -es, and -ies CZZ
6. Use regular plurals with -s, -es, and -ies VNA

Irregular plurals
7. Form and use irregular plurals PFL
8. Form and use the regular past tense Z6T

Irregular past tense
9. Form and use the irregular past tense: set 1 8YP
10. Form and use the irregular past tense: set 2 TPD
11. Form and use the irregular past tense: set 3 Q5K
12. Form and use the irregular past tense: set 4 N92
13. Form and use the irregular past tense: set 5 CWX

Contractions
14. Pronoun-verb contractions AFE
15. Contractions with "not" LDB

Comparative adjectives
16. Spell adjectives that compare 5LM

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

Word patterns
1. Word pattern analogies TQL
2. Word pattern sentences ME6

Regular plurals
3. Form regular plurals with -s, -es, and -ies CZZ
4. Use regular plurals with -s, -es, and -ies VNA

Regular past tense
5. Form and use the regular past tense Z6T

Contractions
6. Pronoun-verb contractions AFE
7. Contractions with "not" LDB

Comparative adjectives
8. Spell adjectives that compare 5LM

L.3.2g: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
## Knowledge of Language

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

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

<table>
<thead>
<tr>
<th>Descriptive details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sort sensory details 8RS</td>
</tr>
<tr>
<td>2. Show character emotions and traits SCZ</td>
</tr>
</tbody>
</table>

**Synonyms and antonyms**

<table>
<thead>
<tr>
<th>Synonyms and antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Choose the synonym 6Y4</td>
</tr>
<tr>
<td>4. Choose the antonym N2M</td>
</tr>
</tbody>
</table>

**Shades of meaning**

<table>
<thead>
<tr>
<th>Shades of meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Shades of meaning with pictures 2BZ</td>
</tr>
<tr>
<td>6. Describe the difference between related words 95E</td>
</tr>
<tr>
<td>7. Positive and negative connotation NLB</td>
</tr>
</tbody>
</table>

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

## Vocabulary Acquisition and Use

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

<table>
<thead>
<tr>
<th>Academic vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use academic vocabulary in context VEL</td>
</tr>
</tbody>
</table>

**Vocabulary in context**

<table>
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</thead>
<tbody>
<tr>
<td>2. Find synonyms in context 5HG</td>
</tr>
<tr>
<td>3. Find antonyms in context 2TH</td>
</tr>
<tr>
<td>4. Determine the meaning of words using synonyms in context WZZ</td>
</tr>
<tr>
<td>5. Use context to identify the meaning of a word 5A8</td>
</tr>
</tbody>
</table>

### Multiple-meaning words

6. Which definition matches the sentence?  **GGV**
7. Which sentence matches the definition?  **WGP**

### Similes

8. Similes with pictures  **UVX**
9. Determine the meanings of similes  **Z59**

### Academic vocabulary in informational texts

10. Read about food  **VJM**
11. Read about art, music, and traditions  **STX**

### L.3.4b: 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).

#### Prefixes

1. Determine the meaning of a word with pre-, re-, or mis-  **QR5**
2. Use the prefixes pre-, re-, and mis-  **ZAK**

#### Suffixes

3. Determine the meaning of a word with -ful or -less  **SVF**
4. Determine the meaning of a word with -ly or -ness  **XPG**
5. Determine the meaning of a word with -able or -ment  **8L8**
6. Determine the meaning of a word with a suffix: review  **CYD**

#### Prefixes and suffixes

7. Determine the meanings of words with prefixes and suffixes: review  **7DL**
8. Sort words with shared prefixes and suffixes by meaning  **LDS**

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

1. Use Greek and Latin roots as clues to the meanings of words  **TE5**
2. Determine the meanings of Greek and Latin roots  **XLE**
3. Determine the meanings of words with Greek and Latin roots  **U83**

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

1. Use guide words  **LT9**
2. Use dictionary entries  **T7U**
3. Use dictionary definitions  **M8H**
L.3.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

1. Determine the meanings of similes Z59
2. Choose the picture that matches the idiomatic expression L7C

Character descriptions

1. Use actions and dialogue to understand characters PQQ
2. Show character emotions and traits SCZ

Shades of meaning

3. Shades of meaning with pictures 2BZ
4. Describe the difference between related words 95E

Action verbs

5. Use action verbs D2V

Adjectives

6. Does the adjective tell you what kind or how many? ZQU

Academic vocabulary

7. Use academic vocabulary in context VEL

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

1. Shades of meaning with pictures 2BZ
2. Describe the difference between related words 95E
3. Positive and negative connotation NLB

Academic vocabulary

1. Use academic vocabulary in context VEL

Vocabulary in context

2. Determine the meaning of words using synonyms in context WZZ
3. Use context to identify the meaning of a word 5A8

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).

1. Use academic vocabulary in context VEL

Prefixes
4. Determine the meaning of a word with pre-, re-, or mis-  QR5
5. Use the prefixes pre-, re-, and mis-  ZAK

Suffixes
6. Determine the meaning of a word with -ful or -less  SVF
7. Determine the meaning of a word with -ly or -ness  XPG
8. Determine the meaning of a word with -able or -ment  8L8
9. Determine the meaning of a word with a suffix: review  CYD

Prefixes and suffixes
10. Determine the meanings of words with prefixes and suffixes: review  7DL

Greek and Latin roots
11. Use Greek and Latin roots as clues to the meanings of words  TE5
12. Determine the meanings of Greek and Latin roots  XLE
13. Determine the meanings of words with Greek and Latin roots  U83

Homophones
14. Homophones with pictures  84T
15. Use the correct homophone  VNC

Shades of meaning
16. Shades of meaning with pictures  2BZ
17. Positive and negative connotation  NLB

Time-order words
18. Identify time-order words  XRD

Sense words
19. Sort sensory details  8RS

Conjunctions
20. Use subordinating conjunctions  QWF
Prepositions

21. Identify prepositions ZQR