

Grade 3 RLA Instruction and Assessment Alignment Map

Alignment of CST, Literacy Periodic Assessments (LPAs), and Progress Monitoring Assessments (PMAs) to Treasures

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| GRADE 3 | | | | | | | | | | |
|---------|---|-----|---|---|---|---|---|---|---|--|
| GRADE 3 | READING | | | | | | | | | |
| 3RW1.0 | Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. | 31% | | | | | | | | |
| 3RW1.1 | Know and use complex word families when reading (e.g., - ight) to decode unfamiliar words. | 2 | | * | ✓ | ✓ | ✓ | ✓ | | |
| 3RW1.2 | Decode regular multisyllabic words. | 2 | | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3RW1.3 | Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. | 0 | | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3RW1.4 | Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words. | 4 | 3 | * | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3RW1.5 | Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/ mammal/ animal/ living things). | 2 | | * | ✓ | ✓ | ✓ | ✓ | | |
| 3RW1.6 | Use sentence and word context to find the meaning of unknown words. | 4 | 3 | * | ✓ | ✓ | ✓ | ▲ | ✓ | |

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| 3RW1.7 | Use a dictionary to learn the meaning and other features of unknown words. | 2 | | * | ✓ | ✓ | ✓ | ▲ | ▲ | |
| 3RW1.8 | Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words. | 4 | 3 | * | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3RC2.0 | Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed. | 23% | | | | | | | | |
| 3RC2.1 | Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. | 2 | 3 | | ✓ | ✓ | ✓ | | ✓ | |
| 3RC2.2 | Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. | 2 | 3 | | ✓ | ✓ | ✓ | ✓ | ▲ | |
| 3RC2.3 | Demonstrate comprehension by identifying answers in the text. | 2 | | * | ✓ | ✓ | ✓ | ▲ | ✓ | |
| 3RC2.4 | Recall major points in the text and make and modify predictions about forthcoming information. | 2 | 3 | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3RC2.5 | Distinguish the main idea and supporting details in expository text. | 2 | 3 | * | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3RC2.6 | Extract appropriate and significant information from the text, including problems and solutions. | 3 | 3 | | ✓ | ▲ | ✓ | ✓ | ✓ | |
| 3RC2.7 | Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game). | 2 | | * | | | ✓ | ▲ | ✓ | K-3 Comprehension TE (Section 9, Lesson 87) |

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| 3RL3.0 | Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. | 12% | | | | | | | | |
| 3RL3.1 | Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction). | 1 | | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3RL3.2 | Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. | 2 | 3 | | ✓ | | | ✓ | ✓ | |
| 3RL3.3 | Determine what characters are like by what they say or do and by how the author or illustrator portrays them. | 2 | | * | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3RL3.4 | Determine the underlying theme or author's message in fiction and nonfiction text. | 1 | | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3RL3.5 | Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection. | 1 | | * | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3RL3.6 | Identify the speaker or narrator in a selection. | 1 | | * | | ✓ | ✓ | ✓ | ✓ | |

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| GRADE 3 | WRITING | | | | | | | | | |
|---------|---|-----|-------------|---|---|---|---|---|---|--|
| 3WS1.0 | Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process. | 14% | | | | | | | | |
| 3WS1.1a | Create a single paragraph: Develop a topic sentence. | 1 | 3 + All CRs | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3WS1.1b | Create a single paragraph: Include simple supporting facts and details. | 2 | 3 + All CRs | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3WS1.2 | Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence. | 0 | All CRs | | ✓ | ▲ | ✓ | ✓ | ▲ | |
| 3WS1.3 | Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). | 3 | 3 | * | ✓ | ✓ | ✓ | ✓ | ▲ | |
| 3WS1.4 | Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. | 3 | 3 + All CRs | * | ✓ | ✓ | ✓ | ✓ | ✓ | |

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|---------|---|----|------|--|---|---|---|---|---|--|
| 3WA2.0 | Writing Applications: Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0. | 0% | | | | | | | | |
| 3WA2.1a | Write narratives: Provide a context within which an action takes place. | 0 | CR 1 | | ✓ | | ▲ | ✓ | ✓ | |
| 3WA2.1b | Write narratives: Include well-chosen details to develop the plot. | 0 | CR 1 | | ✓ | | ▲ | ✓ | ✓ | |
| 3WA2.1c | Write narratives: Provide insight into why the selected incident is memorable. | 0 | CR 1 | | ✓ | | ▲ | ✓ | ✓ | |
| 3WA2.2 | Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences. | 0 | CR 3 | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3WA2.3a | Write personal and formal letters, thank-you notes, and invitations. Show awareness of the knowledge and interests of the audience and establish a purpose and context. | 0 | CR 2 | | ▲ | ▲ | ✓ | ▲ | ▲ | |
| 3WA2.3b | Write personal and formal letters, thank-you notes, and invitations: Include the date, proper salutation, body, closing, and signature. | 0 | CR 2 | | ▲ | ▲ | ✓ | ▲ | ▲ | |

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| GRADE 3 | WRITTEN & ORAL ENGLISH LANGUAGE CONVENTIONS | | | | | | | | | |
|---------------|--|------------|-------------------|---|---|---|---|---|---|---|
| 3WC1.0 | Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level. | 20% | | | | | | | | |
| 3WC1.1 | Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. | 1 | CR 1 | * | ✓ | ✓ | ✓ | ▲ | | |
| 3WC1.2 | Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. | 1 | CR 1 and CR 3 | | | ✓ | ✓ | ▲ | ✓ | |
| 3WC1.3 | Identify and use past, present, and future verb tenses properly in writing and speaking. | 1 | CR 1 and CR 2 | | | ▲ | ✓ | ✓ | ✓ | |
| 3WC1.4 | Identify and use subjects and verbs correctly in speaking and writing simple sentences. | 2 | 3 + CR 1 and CR 3 | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3WC1.5 | Punctuate dates, city and state, and titles of books correctly. | 2 | 3 + All CRs | | | ✓ | ✓ | | | K-3 Writing and Grammar TE (Section 7, Lessons 62-63) May be reinforced during weekly writing instruction (e.g., friendly letters) |
| 3WC1.6 | Use commas in dates, locations, and addresses and for items in a series. | 1 | CR 1 and CR 3 | * | | | ✓ | | | |

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|--------|---|---|-------------|---|---|---|---|---|---|---|
| 3WC1.7 | Capitalize geographical names, holidays, historical periods, and special events correctly. | 2 | 3 + All CRs | | | ▲ | ✓ | | | K-3 Writing and Grammar TE (Section 7, Lessons 62-63) <i>May be reinforced during weekly writing instruction</i> |
| 3WC1.8 | Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare). | 2 | 3 + All CRs | * | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3WC1.9 | Arrange words in alphabetic order. | 1 | | | ✓ | ✓ | ▲ | ▲ | | |

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