

	Identify the main purpose of a text, including what the author wants to answer, explain or describe. (RI.2.6) Anchor 6	14, 21A, 26, 39, 16, 20A, 24, 36, 42, 43
	Distinguish your own point of view from that of the author. (RI.3.6)	25, 33
	Use information from both illustrations and words to demonstrate understanding of a text, and explain how specific aspects of the illustrations contribute to what is conveyed by the words. (RI/RL. 3.7) Anchor 7	9, 12, 19, 44, 47A, 10, 25, 29
	Describe how reasons support specific points the author makes in a text. (RI.2.8) Anchor 8	18, 46, 20B, 31, 47
	Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9) Anchor 9	
	Read and comprehend complex literary and informational texts independently and proficiently. (ATOS 2.75-5.14) Anchor 10	
Writing		
	Write opinion pieces on topics or texts, supporting a point of view with reasons; include linking words/phrases and a concluding section. (W.3.1)	
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2)	
	Write narratives in which you recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts and feelings; use signal words and provide a sense of closure. (W.2.3)	
	Produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)	
	With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (W.3.5)	
	With guidance and support, use technology and keyboarding skills to produce and publish writing; interact and collaborate with others. (W.3.6)	
	Conduct short research projects that build knowledge about a topic. (W.3.7)	
	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.3.8)	
Speaking and Listening		
	Engage effectively in a range of collaborative discussions (one-on-one, group and teacher-led) with diverse partners, building on others' ideas and expressing your own clearly; come prepared, follow agreed-upon rules, ask questions and express own ideas in light of discussion. (SL.3.1)	
	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally. (SL.3.2)	
	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (SL.3.3)	
	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4)	

TABE 11 in Regular Print
TABE 12 in **Bold**

	Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification. (SL.3.6)	
Language		
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.2.1/3.1) Anchor 1	
	collective and abstract nouns	
	plural nouns	
	verb tense	
	irregular plural nouns	
	reflexive pronouns	
	pronoun-antecedent agreement	
	comparative/superlative adjectives	
	coordinating /subordinating conjunctions	
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.2.2/3.2) Anchor 2	
	capitalize holidays, product names, and places	
	capitalize titles	
	commas in letter greetings and closings	
	commas in addresses	
	apostrophes for contractions and common possessives	
	generalize learned spelling patterns when writing words	
	consult reference materials as needed to check spelling	
	Choose words and phrases for effect. (L.3.3) Anchor 3	
	Recognize and observe differences between the conventions of spoken and written standard English. (L.3.3)	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. (L.2.4) Anchor 4	
	sentence-level context	
	prefixes	
	suffixes	
	root words	
	compound words	
	consult glossaries and dictionaries (print and digital) to check meanings	
	Demonstrate understanding of word relationships and nuances in word meanings. (L.3.5) Anchor 5	
	literal and non-literal meanings (" <i>take steps</i> ")	
	real-life connections (<i>describe people who are "friendly"</i>)	
	shades of meaning among related words that describe states of mind or degrees of certainty (<i>knew, believed, suspected...</i>)	
	Use adjectives and adverbs effectively. (L.2.6) Anchor 6	
	Acquire and use accurately level-appropriate words and phrases. (L.3.6)	
	conversational	
	general academic	
	domain specific	

TABLE 11 in Regular Print
TABLE 12 in **Bold**

	spatial and temporal relationships	
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