

Reading Literature			
Updated Standards (2026)	Complexity a	Complexity b	Complexity c
<i>Key Ideas and Details</i>			
<p>RL.3.1 Demonstrate understanding of a literary text (story, drama, or poem).</p> <ul style="list-style-type: none"> a. Ask questions to self-monitor comprehension. b. Use text evidence to respond to questions. 	Ask questions based on details from a literary text to show understanding.	Answer literal questions based on details from a literary text.	Identify one or more key details within a literary text.
<p>RL.3.2 Describe the development of a literary text.</p> <ul style="list-style-type: none"> a. Retell stories, including fables, folktales, and myths from diverse cultures. b. Determine a theme and its meaning, describing how it develops using supporting details from the text. 	Identify the theme based on details from a literary text.	Retell a literary text, including the beginning, middle, or end.	Match a picture to an event in a literary text.
<p>RL.3.3 Describe the characters in a literary text.</p> <ul style="list-style-type: none"> a. Identify the characters' actions, feelings, and traits. b. Describe the characters' perspectives using details from the text. c. Explain how their actions influence the sequence of events in the literary text. 	State how a character's actions, feelings, or traits contribute to a literary text.	Match a character to their actions or feelings in a literary text.	Identify a character from a literary text.
<i>Craft and Structure</i>			
<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	Identify the meaning of a non-literal word or phrase based on how it is used in a literary text.	Identify the meaning of a word or phrase based on how it is used in a literary text.	Match a picture or an object to a word based on how it is used in a literary text.
<p>RL.3.5 Describe the major differences in the structural elements of stories, dramas, and poems, using terms such as chapters, scenes, and stanzas.</p>	Match chapters with books, stanzas with poems, and scenes with dramas, using visual,	Identify parts of a text as chapters, stanzas, or scenes.	Identify a text as a story, poem, or drama.

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	auditory, or text examples.		
RL.3.6 Distinguish between first- or third-person point of view using text evidence.	Identify the character (first-person) or narrator (third-person) as the storyteller using text evidence.	Identify the point of view in a story (e.g., a character in the story, using “I” or “we” or a narrator, using “he” or “she”).	Identify the storyteller (character or narrator) in a given literary text.
<i>Integration of Knowledge and Ideas</i>			
RL.3.7 Explain how specific aspects of a text’s illustrations support or expand a literary text (e.g., emphasize aspects of a character or setting).	Use both text and illustration to explain an event, setting, or character’s actions in a given literary text.	Identify story elements (events, setting, or characters) that are shown in the illustrations of a given literary text.	Identify a story element (event, setting, or character) that is shown in the illustrations of a given literary text
RL.3.8 N/A	N/A	N/A	N/A
RL.3.9 Compare and/or contrast the themes, settings, and plots of literary texts by the same author or written about similar characters.	Describe similarities or differences in plots or settings in stories by the same author.	Identify similarities or differences between settings or events in two stories.	Identify multiple texts written by the same author about the same character(s).
<i>Range of Reading and Level of Text Complexity</i>			
RL.3.10 Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self or text-	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self connections.	Actively engage with grade-level/age-appropriate literary text, with scaffolding as needed.

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	to-text connections and comparisons.		

Reading Informational			
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<i>Key Ideas and Details</i>			
RI.3.1 Demonstrate understanding of an informational text (e.g., historical, scientific, or technical texts). a. Ask questions to self-monitor comprehension. b. Use text evidence to respond to questions.	Ask questions based on details from an informational text to show understanding.	Answer literal questions based on details from an informational text.	Identify one or more key details within an informational text.
RI.3.2 Describe the development of an informational text. a. Determine the main idea of a text. b. Identify key details and explain how they support the main idea.	Identify the main idea using key details from an informational text.	Identify two or more key details from an informational text.	Match a picture to a key detail in an informational text.
RI.3.3 Explain how the text structure contributes to the meaning of the text. a. Describe how a series of historical events, the development of scientific concepts, and/or a series of steps support the meaning. b. Use language that pertains to time, sequence, or cause and effect when writing or discussing text structure.	Match an event with its cause as described in an informational text.	Identify the chronology of a series of steps or events described in an informational text.	Identify the sequence of steps or events described in an informational text.
RI.3.4 Determine the meaning of general academic or domain-specific words and phrases in an informational text.	Given a word's meaning, find the word in an informational text.	Match a word to its meaning based on how it	Match pictures or objects to words based

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		is used in an informational text.	on how they are used in an informational text.
<p>RI.3.5 Use text features (such as headings, labels, charts, graphs, legends, key words, sidebars, and hyperlinks) to locate information.</p> <ul style="list-style-type: none"> a. Explain how text features support details in the text. b. Interpret text features used in print and digital formats. 	Locate and use text feature(s) to find information in an informational text.	Identify text features (e.g., key words, charts, graphs) in an informational text.	Identify a text feature (e.g., key words, charts, graphs) in an informational text.
<p>RI.3.6 Identify perspectives in the text.</p> <ul style="list-style-type: none"> a. Identify the author’s perspective in the text. b. Compare the author’s perspective with their own perspective. c. Determine whether the author of a text would agree or disagree with a stated perspective. 	Compare one’s own perspective with the author’s perspective in an informational text.	Identify the author’s perspective presented in an informational text.	Identify one’s own opinion of an informational text.
<p>RI.3.7 Use information gained from nonfiction text features (e.g., table of contents, maps, illustrations, index, and glossary) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	Use information provided in a nonfiction text feature (e.g., table of contents, maps, illustrations, index, and glossary) to answer a question.	Identify information provided in an image or photograph within an informational text.	Identify one nonfiction text feature (e.g., map, chart, photograph) that provides information within an informational text.
<p>RI.3.8 Describe the connection between the points the author makes and the evidence provided to support those points.</p>	Identify evidence the author presents in an informational text.	Identify one key point the author makes in an informational text.	Locate the name of the author(s) of an informational text.
<p>RI.3.9 Compare and/or contrast the most important points and key details presented in two texts on the same topic.</p>	Identify one similarity or one difference in the key details from two	Given two informational texts, identify one key detail from each.	Given an array of choices, select two

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	informational texts on the same topic.		informational texts on the same topic.
<i>Range of Reading and Level of Text Complexity</i>			
RI.3.10 Read and comprehend grade-level informational texts, with scaffolding and support as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate informational text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self or text-to-text connections and comparisons.	Actively engage with grade-level/age-appropriate informational text, with scaffolding as needed. Use prior knowledge and previous experience in order to make text-to-self connections.	Actively engage with grade-level/age-appropriate informational text, with scaffolding as needed.

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<i>Phonics and Word Recognition</i>			
<p>RF.3.3</p> <p>a. Decode words based on syllable type, aligned with scope and sequence of adopted HQIM, such as:</p> <ul style="list-style-type: none"> • Monosyllabic words with diphthongs. • Multisyllabic words with vowel teams (long vowel, short vowel, diphthong). • Consonant -le syllable type. • Multisyllabic words by division type: VC/CV, V/CV, VC/V, CV/VC. • Multisyllabic words with schwa <p>b. Decode words based on morphological structure, aligned with scope and sequence of adopted HQIM, such as:</p> <ul style="list-style-type: none"> • Common prefixes (e.g., undo). • Common inflectional suffixes (e.g., walking). • Common derivational suffixes (e.g., teacher). • Common Latin roots (e.g., eject) <p>c. Decode common high-frequency words with automaticity, aligned with the adopted HQIM, such as:</p> <ul style="list-style-type: none"> • Phonetically regular words. • Partially regular words. • Irregular words. 	<p>Given a two-syllable word decode/identify the initial, medial and final sound in one of the two syllables.</p>	<p>Decode/identify the initial, medial, or final sound in a given single-syllable word that includes the most common consonant and short-vowel sounds.</p>	<p>Demonstrate understanding of letter-sound correspondences for 50-100% of consonants and short-vowels.</p>
<i>Fluency</i>			
<p>RF.3.4 Read texts with sufficient fluency to support comprehension.</p>	<p>Independently read (orally or silently) a</p>	<p>Independently read (orally or silently)</p>	<p>Independently read (orally or silently) a 2-5</p>

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<p>a. Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from text.</p> <p>b. Orally read a variety of grade-level texts with accuracy (targeted 95% or better), automaticity, and appropriate expression to gain meaning from the text, targeting 112 words correct per minute (wcpm) by the end of third grade.</p> <p>c. Self-monitor word recognition and understanding, rereading as necessary.</p>	<p>complete story in a decodable (connected or controlled) text, aligned to the phonics scope and sequence using self-correction strategies for purpose and understanding.</p>	<p>connected or controlled text, aligned to the phonics scope and sequence.</p>	<p>word simple sentence that is phonetically decodable (e.g., <i>The dog ran fast.</i>) and identify an image that represents the content of the sentence.</p>

Writing Foundations			
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<p>WF.3.1 Write legibly in manuscript and/or cursive.</p> <p>a. Write letters legibly to focus attention on composing ideas rather than forming letters.</p> <p>b. Write legibly at a pace that supports sustained composition and notetaking across sentences and paragraphs.</p>	<p>Using individualized tools, capture an idea or thought in print.</p>	<p>Produce legible writing using individualized tools.</p>	<p>Sort letters between manuscript and cursive.</p>
<p>WF.3.2</p> <p>a. Encode words, aligned with scope and sequence of adopted HQIM, such as:</p> <ul style="list-style-type: none"> Multisyllabic words using knowledge of syllable types including open, closed, vowel-consonant -e, vowel teams 	<p>Encode letters representing the initial, medial and final sound(s) in a word.</p>	<p>Encode letters representing at least two of three initial, medial, or final sound(s) in a word.</p>	<p>Encode letters representing the initial, medial, or final sound(s) in a word.</p>

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<p>(including diphthongs), r-controlled vowels, consonant -le, and Schwa.</p> <ul style="list-style-type: none"> • High-frequency words using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity. <p>b. Encodes words with patterns, aligned with scope and sequence of adopted HQIM, such as:</p> <ul style="list-style-type: none"> • Two- to three-consonant blends, including those containing digraphs. • Consonant digraphs, trigraphs, and silent letter combinations. • Common prefixes (e.g., <u>undo</u>). • Common inflectional suffixes (e.g., <u>walking</u>). • Common derivational suffixes (e.g., <u>teacher</u>). • Consonant doubling for suffix addition. • Drop the silent e for suffix addition. • Change <i>y</i> to <i>i</i> for suffix addition. 			
<p>WF.3.3 Write complete sentences that demonstrate knowledge of conventions.</p> <ol style="list-style-type: none"> a. Include the parts of a complete sentence (subject and predicate) b. Identify and correct sentence fragments and run-on sentences. c. Use articles <i>a</i>, <i>an</i>, and <i>the</i> correctly. 	<p>Produce a simple sentence with a subject, predicate, capitalization, and ending punctuation, using individualized tools.</p>	<p>Produce a simple sentence with a subject and predicate, using individualized tools.</p>	<p>Build a simple sentence given a sentence template or frame and an array of nouns, verbs, and punctuation, using individualized tools.</p>

Writing Foundations

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d. Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names.			

Writing

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<i>Text Types and Purposes</i>			
<p>W.3.1 Write opinion pieces that include:</p> <ul style="list-style-type: none"> a. An introduction with a clear topic sentence; b. A stated opinion; c. Reasons that support a point of view with evidence or examples; d. A concluding statement or section; e. Organizational structure; f. Linking words and phrases; g. Relevant vocabulary; h. Complete sentences; and i. Grade-level phonics-based spelling. 	Compose an opinion statement with at least two supporting details.	Compose an opinion statement with one supporting detail.	Compose an opinion on a topic.
<p>W.3.2 Write informative/explanatory pieces that include:</p> <ul style="list-style-type: none"> a. An introduction with a clear topic sentence; b. Facts, definitions, and/or details to develop the topic; c. A concluding statement or section; d. Organizational structure; e. Linking words and phrases; f. Relevant vocabulary; g. Complete sentences; and h. Grade-level phonics-based spelling. 	Compose a topic sentence that includes at least two supporting facts or details.	Compose a topic sentence that includes at least one fact or detail.	Capture a fact or detail in writing.
<p>W.3.3 Write narratives that develop real or imagined sequenced events including:</p> <ul style="list-style-type: none"> a. An introduction; b. A situation and narrator and/or characters; 	Compose an imaginary narrative that includes characters, settings, and/or events.	Compose a narrative about a personal experience that includes a beginning, middle, and end.	Capture information about a personal experience in writing.

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<ul style="list-style-type: none"> c. Dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events; d. A conclusion; e. Organizational structure; f. Temporal words and phrases; g. Descriptive details; h. Complete sentences; and i. Grade-level phonics-based spelling. 			
<i>Production and Distribution of Writing</i>			
W.3.4 With gradually fading adult support, produce writing, collaboratively and independently, in which the development and organization are appropriate to task, purpose, and audience.	With gradually fading adult support, produce multiple sentences that are organized for a specific task or purpose.	With gradually fading adult support, produce a topic sentence for a specific task or audience.	With gradually fading adult support, contribute ideas to produce collaborative group writing.
W.3.5 With gradually fading adult support, plan, revise and edit writing to improve clarity, organization, and conventions (capitalization, punctuation, spelling), using feedback from adults or peers.	With gradually fading adult support, identify edits specific to capitalization, punctuation, and organization in a given paragraph.	With gradually fading adult support, organize multiple given sentences into a logically-sequenced paragraph.	With gradually fading adult support, identify ending punctuation symbols and their placement at the end of the sentence.
W.3.6 With gradually fading adult support, use a variety of digital skills (e.g., keyboarding) and tools (e.g., multimedia platforms) to produce and publish writing.	With gradually fading adult support, produce and publish writing using digital skills, including keyboarding and assistive technology tools.	With gradually fading adult support, produce and publish writing using digital skills, including keyboarding and assistive technology tools.	With gradually fading adult support, produce and publish writing using digital skills, including keyboarding and assistive technology tools.
<i>Research to Build and Present Knowledge</i>			

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<p>W.3.7 Recall information from personal experiences or gather information from sources to:</p> <ul style="list-style-type: none"> a. Take brief notes; b. Sort evidence into focused categories; and c. Answer a specific question in writing. 	Use multiple sources, which may include personal experience, to identify facts that answer a question about a topic.	Use multiple sources, which may include personal experience, to identify a fact about a topic.	Sort evidence from multiple sources into provided categories (e.g., food, habitat, clothing, etc.).
<p>W.3.8 Engage in brief research projects, collaboratively and independently, by</p> <ul style="list-style-type: none"> a. Gathering information from a variety of sources on a topic; b. Recording observations; and c. Composing short reports using grade-level vocabulary and sentence structure. 	Collaboratively or independently compose a short report on a given topic using a template.	Select and record topical information gathered from a variety of sources.	Select information on a specific topic from a provided set of sources.
W.3.9 (Begins in grade 4)	N/A	N/A	N/A
<i>Range of Writing</i>			
<p>W.3.10 Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.</p>	Plan and draft writing routinely in a single and/or multiple sessions for a range of discipline-specific tasks and/or audiences.	Plan an outline for writing in a single session, using a graphic organizer or template, specific to a task and/or purpose.	Engage in writing tasks in a single session, for a discipline-specific task and/or purpose.

Speaking and Listening

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<i>Comprehension and Collaboration</i>			
<p>SL.3.1 Participate in discussions about third grade topics and texts in pairs, small groups, or whole-class settings.</p> <ul style="list-style-type: none"> a. Come to discussions prepared (having read and/or studied materials). Explicitly use the information known about the topic. b. Follow agreed-upon rules for discussion, such as taking turns respectfully, listening carefully, and speaking one at a time about the topics and texts under discussion. c. Make comments that link to the remarks of others. d. Ask for clarification and further explanation as needed. 	<p>Participate in discussions with others by asking and answering questions on third grade topics and texts, while following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.). Use individualized tools as needed.</p>	<p>Participate in discussions with others by answering questions on third grade topics and texts, while following agreed-upon rules for discussions (i.e., personal space, eye contact, voice volume, body language, etc.). Use individualized tools as needed.</p>	<p>Engage in discussions with others by answering questions on third grade topics and texts. Use individualized tools as needed.</p>
<p>SL.3.2 After a presentation (i.e., read-aloud, multimedia, oral), use speaking or writing to identify the main ideas and key details, including information shown in text features such as charts, diagrams, graphs, tables, or images.</p>	<p>Identify the main idea and two or more key details of a presentation (i.e., read-aloud, multimedia, oral).</p>	<p>Identify the main idea and one key detail of a presentation (i.e., read-aloud, multimedia, oral).</p>	<p>Choose the main idea of a presentation (i.e., read-aloud, multimedia, oral).</p>
<p>SL.3.3 Ask and/or answer questions about what a speaker says to request and provide elaboration and detail.</p>	<p>Ask and/or answer a question about information presented by a speaker, offering an appropriate detail. Use individualized tools as needed.</p>	<p>Identify a question related to the information presented by a speaker.</p>	<p>Answer a question about information presented by a speaker. Use individualized tools as needed.</p>
<i>Presentation of Knowledge and Ideas</i>			

Speaking and Listening			
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SL.3.4 Tell a story, give a report, or recount an experience with appropriate facts and relevant, descriptive details, while speaking clearly at an understandable pace.	Communicate by recounting an experience with descriptive detail(s). Use individualized tools as needed.	Communicate information about a personal experience or specific event. Use individualized tools as needed.	Communicate information that can be understood by others. Use individualized tools as needed.
SL.3.5 Create multimedia presentations of stories or poems; add visual displays when appropriate that emphasizes the development of main ideas or themes.	Create a short multimedia presentation that includes an audio and/or visual component.	Contribute to the creation of a multimedia presentation.	Select multimedia or a visual component pertinent to a presentation.
SL.3.6 Identify formal language vs. informal language used in various situations or contexts.	Sort a set of examples of formal and informal language usage.	Identify an example of formal language.	Identify an example of informal language.

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<i>Conventions to Standard English</i>			
<p>L.3.1 Know and apply formal American English grammar, usage, and mechanics when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular (duck → ducks) and irregular plural nouns (woman → women). c. Use abstract nouns (e.g., childhood). d. Form and use regular (play/playing/played) and irregular verbs (go/going/gone). e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). f. Ensure subject-verb and pronoun antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified. h. Use coordinating (for, and, nor, but, or, yet, so) and subordinating (although, because, since, etc.) conjunctions. i. Produce simple, compound, and complex sentences. 	<p>Produce a compound sentence using plural nouns and simple verb tenses when writing or speaking. Use individualized tools as needed.</p>	<p>Produce a simple sentence using a noun, verb, and adjective or adverb when writing or speaking. Use individualized tools as needed.</p>	<p>Produce a simple sentence using a noun and verb when writing or speaking. Use individualized tools as needed.</p>
<p>L.3.2 Know and apply the conventions of formal American English capitalization, punctuation, and spelling when writing.</p>	<p>Apply and/or use appropriate capitalization within</p>	<p>Identify quotation marks as an indicator of</p>	<p>Identify correct usage of capitalization in a given title.</p>

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<ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Spell words accurately using grade-level spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed. 	titles and quotation marks as an indicator of dialogue when given a passage and/or when producing writing	dialogue in a given passage.	
<i>Knowledge of Language</i>			
<p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases that convey specific ideas. b. Identify differences between the conventions of spoken and written formal American English. 	Choose words and phrases to communicate ideas in a complete sentence when speaking or writing.	Choose words and phrases to communicate ideas in speaking or writing.	Choose words to communicate an idea.
<i>Vocabulary Acquisition and Use</i>			
<p>L.3.4 Use word analysis skills to break down and build grade-appropriate words to understand their meaning.</p> <ul style="list-style-type: none"> a. Utilize context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases. b. Determine the meaning of a new word when a known affix is added to a known word (e.g., agree/<u>disagreeable</u>). 	Given a sentence containing a multiple meaning word, identify the picture that represents the appropriate meaning of a multiple-meaning word.	Identify an image that shows the change in meaning of words when using inflectional endings (e.g., tense <i>-ed</i> , number <i>-s</i> , and degree <i>-er</i> and <i>-est</i>).	Select a picture or object that matches the meaning of a word.

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<ul style="list-style-type: none"> c. Apply knowledge of the changes in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to determine the meaning of a word. d. Identify common Latin and Greek roots and use them to determine the meaning of unfamiliar words (e.g., telegraph, photograph, autograph). 			
<p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., frigid to sweltering). 	Given a pair of words, identify if the words are synonyms or antonyms.	Given pictures, match a pair of synonyms (e.g., happy/joy, hot/warm, cold/chilly, etc.).	Given pictures, match a pair of opposites (e.g., day/night, happy/sad, hot/cold, etc.).
<p>L.3.6 Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through conversations, reading, and read-alouds, including those that signal feelings and actions (e.g., After dinner that night, we went looking for them).</p>	Communicate using grade-level domain-specific words (e.g., vocabulary from science, math, social studies, etc.). Use individualized tools as needed.	Communicate using words that signal feelings and actions. Use individualized tools as needed.	Communicate using words that signal feelings. Use individualized tools as needed.