

**Main Criteria:** Adventures in Writing  
**Secondary Criteria:** Alabama Courses of Study  
**Subject:** Language Arts  
**Grade:** 3

## Adventures in Writing

Benjamin Franklin's Lightning Rod

**Alabama Courses of Study**  
**Language Arts**  
 Grade 3 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**

**RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.

**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		<b>Oral Language</b>
STANDARD	1	Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.
RELATED CONTENT / EXPECTATION	1.a.	Elaborate on responses in conversations and discussions.

**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		<b>Oral Language</b>
STANDARD	2	Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.
RELATED CONTENT / EXPECTATION	2.a.	Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.

**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		<b>Oral Language</b>
STANDARD		<b>SPEAKING</b>
RELATED CONTENT / EXPECTATION	4	Ask and answer questions using complete sentences and grade-level vocabulary.

RELATED CONTENT / EXPECTATION	5	Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
STANDARD	11	Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>		<b>READING</b>
RELATED CONTENT / EXPECTATION	16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
STANDARD	18	Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>19</b>	<b>Determine the explicit or implied main idea and supporting details of a text.</b>
RELATED CONTENT / EXPECTATION	19.a.	Explain how supporting details contribute to the main idea, using textual evidence.
RELATED CONTENT / EXPECTATION	19.b.	Recount or summarize the key ideas from the text.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
STANDARD	20	Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>23</b>	<b>Identify and use text features in informational passages to locate information.</b>

GRADE EXPECTATION 23.b. Explain how illustrations contribute to meaning in a story.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>25</b>	<b>Identify statements in informational texts as facts or opinions.</b>

GRADE EXPECTATION 25.a. Use prior knowledge and/or details from the text to distinguish fact from opinion.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>LISTENING</b>

RELATED CONTENT / EXPECTATION 29 Determine the main idea of a text read aloud or information presented in an audible format.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION 30 Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, or so, and complex sentences to help build syntactic awareness and comprehension at the sentence level.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION 34 Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**



**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>	<b>2</b>	<b>Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.</b>

RELATED  
CONTENT /  
EXPECTATION

2.a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>		<b>SPEAKING</b>

RELATED  
CONTENT /  
EXPECTATION

4 Ask and answer questions using complete sentences and grade-level vocabulary.

RELATED  
CONTENT /  
EXPECTATION

5 Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Phonics</b>
<b>STANDARD</b>	<b>8</b>	<b>Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</b>

RELATED  
CONTENT /  
EXPECTATION

8.f. Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
---------------------------------	--	----------------

STANDARD

11

Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>15</b>	<b>Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.</b>

RELATED  
CONTENT /  
EXPECTATION

15.c. Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning.

RELATED CONTENT / EXPECTATION 15.e. Sort words with shared and varied suffixes by parts of speech.

**STRAND / DOMAIN** LITERACY FOUNDATIONS

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>		<b>READING</b>

RELATED CONTENT / EXPECTATION 16 Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.

**STRAND / DOMAIN** LITERACY FOUNDATIONS

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD 18 Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.

**STRAND / DOMAIN** LITERACY FOUNDATIONS

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>19</b>	<b>Determine the explicit or implied main idea and supporting details of a text.</b>

RELATED CONTENT / EXPECTATION 19.a. Explain how supporting details contribute to the main idea, using textual evidence.

RELATED CONTENT / EXPECTATION 19.b. Recount or summarize the key ideas from the text.

**STRAND / DOMAIN** LITERACY FOUNDATIONS

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD 20 Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.

**STRAND / DOMAIN** LITERACY FOUNDATIONS

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>

RELATED CONTENT / EXPECTATION 23 Identify and use text features in informational passages to locate information.

GRADE EXPECTATION	23.b.	Explain how illustrations contribute to meaning in a story.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	25	<b>Identify statements in informational texts as facts or opinions.</b>

GRADE EXPECTATION	25.a.	Use prior knowledge and/or details from the text to distinguish fact from opinion.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>LISTENING</b>
<b>RELATED CONTENT / EXPECTATION</b>	29	<b>Determine the main idea of a text read aloud or information presented in an audible format.</b>

RELATED CONTENT / EXPECTATION	29	Determine the main idea of a text read aloud or information presented in an audible format.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>	32	<b>Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.</b>

RELATED CONTENT / EXPECTATION	32.d.	Encode words with less common prefixes, suffixes, and common Latin roots.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	33	Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.
-------------------------------	----	-----------------------------------------------------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	34	Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>36</b>	<b>Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</b>
GRADE EXPECTATION	36.b.	Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	36.c.	Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.
GRADE EXPECTATION	36.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.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
RELATED CONTENT / EXPECTATION	38	Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.

Hagia Sophia

**Alabama Courses of Study  
Language Arts  
Grade 3 - Adopted: 2021/Effective 2022**

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>	<b>1</b>	<b>Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.</b>
RELATED CONTENT / EXPECTATION	1.a.	Elaborate on responses in conversations and discussions.



**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>	<b>2</b>	<b>Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.</b>

RELATED CONTENT / EXPECTATION      2.a.      Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>		<b>SPEAKING</b>

RELATED CONTENT / EXPECTATION      4      Ask and answer questions using complete sentences and grade-level vocabulary.

RELATED CONTENT / EXPECTATION      5      Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Phonics</b>
<b>STANDARD</b>	<b>8</b>	<b>Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</b>

RELATED CONTENT / EXPECTATION      8.f.      Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
-----------------------------	--	----------------

STANDARD      11      Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>14</b>	<b>Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.</b>

RELATED CONTENT / EXPECTATION      14.a.      Determine meaning of words using synonyms in context.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>15</b>	<b>Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.</b>
RELATED CONTENT / EXPECTATION	15.c.	Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning.
RELATED CONTENT / EXPECTATION	15.e.	Sort words with shared and varied suffixes by parts of speech.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>		<b>READING</b>
RELATED CONTENT / EXPECTATION	16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
STANDARD	18	Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>19</b>	<b>Determine the explicit or implied main idea and supporting details of a text.</b>
RELATED CONTENT / EXPECTATION	19.a.	Explain how supporting details contribute to the main idea, using textual evidence.

RELATED  
CONTENT /  
EXPECTATION

19.b. Recount or summarize the key ideas from the text.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
STANDARD	20	Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>23</b>	<b>Identify and use text features in informational passages to locate information.</b>

GRADE EXPECTATION      23.b.      Explain how illustrations contribute to meaning in a story.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>25</b>	<b>Identify statements in informational texts as facts or opinions.</b>

GRADE EXPECTATION      25.a.      Use prior knowledge and/or details from the text to distinguish fact from opinion.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>LISTENING</b>

RELATED CONTENT / EXPECTATION      29      Determine the main idea of a text read aloud or information presented in an audible format.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>	<b>32</b>	<b>Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.</b>

RELATED CONTENT / EXPECTATION      32.d.      Encode words with less common prefixes, suffixes, and common Latin roots.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	33	Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.
-------------------------------	----	-----------------------------------------------------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	34	Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.
-------------------------------	----	------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
-----------------------------	--	----------------

<b>STANDARD</b>		<b>WRITING</b>
-----------------	--	----------------

RELATED CONTENT / EXPECTATION	36	<b>Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</b>
-------------------------------	----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE EXPECTATION	36.b.	Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.
-------------------	-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE EXPECTATION	36.c.	Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.
-------------------	-------	----------------------------------------------------------------------------------------

GRADE EXPECTATION	36.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.
-------------------	-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
-----------------------------	--	----------------

<b>STANDARD</b>		<b>WRITING</b>
-----------------	--	----------------

RELATED CONTENT / EXPECTATION	38	Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
-------------------------------	----	----------------------------------------------------------------------------------------------------------------------

Hannibal's War

**Alabama Courses of Study**  
**Language Arts**  
Grade 3 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
----------------------	-----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------

OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
----------------------	-----	--------------------------------------------------------------------------------------------

OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
----------------------	-----	---------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>	<b>1</b>	<b>Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.</b>

RELATED CONTENT / EXPECTATION      1.a.      Elaborate on responses in conversations and discussions.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>	<b>2</b>	<b>Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.</b>

RELATED CONTENT / EXPECTATION      2.a.      Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>		<b>SPEAKING</b>

RELATED CONTENT / EXPECTATION      4      Ask and answer questions using complete sentences and grade-level vocabulary.

RELATED CONTENT / EXPECTATION      5      Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
-----------------------------	--	----------------

STANDARD      11      Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>		<b>READING</b>

RELATED CONTENT / EXPECTATION      16      Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
---------------------------------	--	----------------------

STANDARD	18	Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.
----------	----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
---------------------------------	--	----------------------

<b>STANDARD</b>	<b>19</b>	<b>Determine the explicit or implied main idea and supporting details of a text.</b>
-----------------	-----------	--------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	19.a.	Explain how supporting details contribute to the main idea, using textual evidence.
-------------------------------------	-------	-------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	19.b.	Recount or summarize the key ideas from the text.
-------------------------------------	-------	---------------------------------------------------

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
---------------------------------	--	----------------------

STANDARD	20	Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.
----------	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
---------------------------------	--	----------------------

<b>STANDARD</b>		<b>READING</b>
-----------------	--	----------------

<b>RELATED CONTENT / EXPECTATION</b>	<b>23</b>	<b>Identify and use text features in informational passages to locate information.</b>
----------------------------------------------	-----------	----------------------------------------------------------------------------------------

GRADE EXPECTATION	23.b.	Explain how illustrations contribute to meaning in a story.
----------------------	-------	-------------------------------------------------------------

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
---------------------------------	--	----------------------

<b>STANDARD</b>		<b>READING</b>
-----------------	--	----------------

<b>RELATED CONTENT / EXPECTATION</b>	<b>25</b>	<b>Identify statements in informational texts as facts or opinions.</b>
----------------------------------------------	-----------	-------------------------------------------------------------------------

GRADE EXPECTATION	25.a.	Use prior knowledge and/or details from the text to distinguish fact from opinion.
----------------------	-------	------------------------------------------------------------------------------------

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>LISTENING</b>

RELATED CONTENT / EXPECTATION 29 Determine the main idea of a text read aloud or information presented in an audible format.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION 34 Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION 36 **Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.**

GRADE EXPECTATION 36.b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.

GRADE EXPECTATION 36.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.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION 38 Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.

John Muir

**Alabama Courses of Study  
Language Arts**

Grade 3 - Adopted: 2021/Effective 2022

**STRAND /  
DOMAIN****RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.

RELATED CONTENT / EXPECTATION      1.a.      Elaborate on responses in conversations and discussions.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Oral Language
STANDARD	2	Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.

RELATED CONTENT / EXPECTATION      2.a.      Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING

RELATED CONTENT / EXPECTATION      4      Ask and answer questions using complete sentences and grade-level vocabulary.

RELATED CONTENT / EXPECTATION      5      Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Fluency
----------------------	--	---------

STANDARD      11      Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**



<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>		<b>READING</b>

RELATED CONTENT / EXPECTATION 16 Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD 18 Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

<b>STANDARD</b>	<b>19</b>	<b>Determine the explicit or implied main idea and supporting details of a text.</b>
-----------------	-----------	--------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION 19.a. Explain how supporting details contribute to the main idea, using textual evidence.

RELATED CONTENT / EXPECTATION 19.b. Recount or summarize the key ideas from the text.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD 20 Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

<b>STANDARD</b>		<b>READING</b>
-----------------	--	----------------

RELATED CONTENT / EXPECTATION 23 **Identify and use text features in informational passages to locate information.**

GRADE EXPECTATION 23.b. Explain how illustrations contribute to meaning in a story.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	25	<b>Identify statements in informational texts as facts or opinions.</b>

GRADE EXPECTATION 25.a. Use prior knowledge and/or details from the text to distinguish fact from opinion.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>LISTENING</b>

RELATED CONTENT / EXPECTATION 29 Determine the main idea of a text read aloud or information presented in an audible format.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION 33 Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.

RELATED CONTENT / EXPECTATION 34 Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

**RELATED CONTENT / EXPECTATION 36 Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.**

GRADE EXPECTATION 36.b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.

GRADE EXPECTATION 36.c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.

GRADE EXPECTATION 36.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.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
-----------------------------	--	----------------

<b>STANDARD</b>		<b>WRITING</b>
-----------------	--	----------------

RELATED CONTENT / EXPECTATION 38 Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.

Leif Eriksson

**Alabama Courses of Study  
Language Arts  
Grade 3 - Adopted: 2021/Effective 2022**

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

OBJECTIVE / CATEGORY R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.

OBJECTIVE / CATEGORY R5. Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY Oral Language

**STANDARD 1**                      **Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.**

RELATED CONTENT / EXPECTATION 1.a. Elaborate on responses in conversations and discussions.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY Oral Language

**STANDARD 2**                      **Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.**

RELATED CONTENT / EXPECTATION 2.a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY Oral Language

**STANDARD**                      **SPEAKING**

RELATED CONTENT / EXPECTATION 4 Ask and answer questions using complete sentences and grade-level vocabulary.

RELATED CONTENT / EXPECTATION	5	Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.
-------------------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
-----------------------------	--	----------------

STANDARD      11      Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
-----------------------------	--	-------------------

<b>STANDARD</b>	<b>14</b>	<b>Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.</b>
-----------------	-----------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION      14.a.      Determine meaning of words using synonyms in context.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
-----------------------------	--	-------------------

<b>STANDARD</b>		<b>READING</b>
-----------------	--	----------------

RELATED CONTENT / EXPECTATION      16      Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD      18      Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

<b>STANDARD</b>	<b>19</b>	<b>Determine the explicit or implied main idea and supporting details of a text.</b>
-----------------	-----------	--------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION      19.a.      Explain how supporting details contribute to the main idea, using textual evidence.

RELATED CONTENT / EXPECTATION      19.b.      Recount or summarize the key ideas from the text.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD            20            Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

<b>STANDARD</b>		<b>READING</b>
-----------------	--	----------------

<b>RELATED CONTENT / EXPECTATION</b>	<b>23</b>	<b>Identify and use text features in informational passages to locate information.</b>
--------------------------------------	-----------	----------------------------------------------------------------------------------------

GRADE EXPECTATION            23.b.            Explain how illustrations contribute to meaning in a story.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

<b>STANDARD</b>		<b>READING</b>
-----------------	--	----------------

<b>RELATED CONTENT / EXPECTATION</b>	<b>25</b>	<b>Identify statements in informational texts as facts or opinions.</b>
--------------------------------------	-----------	-------------------------------------------------------------------------

GRADE EXPECTATION            25.a.            Use prior knowledge and/or details from the text to distinguish fact from opinion.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

<b>STANDARD</b>		<b>LISTENING</b>
-----------------	--	------------------

RELATED CONTENT / EXPECTATION            29            Determine the main idea of a text read aloud or information presented in an audible format.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
-----------------------------	--	----------------

<b>STANDARD</b>		<b>WRITING</b>
-----------------	--	----------------

RELATED CONTENT / EXPECTATION            33            Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.

RELATED CONTENT / EXPECTATION	34	Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.
-------------------------------	----	------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	36	<b>Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</b>
-------------------------------	----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE EXPECTATION	36.b.	Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.
-------------------	-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE EXPECTATION	36.c.	Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.
-------------------	-------	----------------------------------------------------------------------------------------

GRADE EXPECTATION	36.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.
-------------------	-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	37	<b>Compose simple, compound, and complex sentences with correct subject-verb agreement.</b>
-------------------------------	----	---------------------------------------------------------------------------------------------

GRADE EXPECTATION	37.b.	Identify the subject and predicate of a sentence.
-------------------	-------	---------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	38	Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
-------------------------------	----	----------------------------------------------------------------------------------------------------------------------

Magnets

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
----------------------	-----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------

OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
----------------------	-----	--------------------------------------------------------------------------------------------

OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
----------------------	-----	---------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.

RELATED CONTENT / EXPECTATION	1.a.	Elaborate on responses in conversations and discussions.
-------------------------------	------	----------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Oral Language
STANDARD	2	Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.

RELATED CONTENT / EXPECTATION	2.a.	Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.
-------------------------------	------	-------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING

RELATED CONTENT / EXPECTATION	4	Ask and answer questions using complete sentences and grade-level vocabulary.
-------------------------------	---	-------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	5	Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.
-------------------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Fluency
----------------------	--	---------

STANDARD	11	Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.
----------	----	----------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>		<b>READING</b>

RELATED CONTENT / EXPECTATION

16

Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.

**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD

18

Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.

**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

**STANDARD**

**19**

**Determine the explicit or implied main idea and supporting details of a text.**

RELATED CONTENT / EXPECTATION

19.a.

Explain how supporting details contribute to the main idea, using textual evidence.

RELATED CONTENT / EXPECTATION

19.b.

Recount or summarize the key ideas from the text.

**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD

20

Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.

**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

**STANDARD**

  |

**READING**

RELATED CONTENT / EXPECTATION

23

**Identify and use text features in informational passages to locate information.**

GRADE EXPECTATION

23.b.

Explain how illustrations contribute to meaning in a story.

**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------





<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>37</b>	<b>Compose simple, compound, and complex sentences with correct subject-verb agreement.</b>

GRADE EXPECTATION 37.b. Identify the subject and predicate of a sentence.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>38</b>	<b>Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.</b>

Mayflower, Part 1

**Alabama Courses of Study  
Language Arts  
Grade 3 - Adopted: 2021/Effective 2022**

**STRAND / DOMAIN** **RECURRING STANDARDS FOR K-3**

<b>OBJECTIVE / CATEGORY</b>	<b>R1.</b>	<b>Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.</b>
<b>OBJECTIVE / CATEGORY</b>	<b>R3.</b>	<b>Expand background knowledge and build vocabulary through discussion, reading, and writing.</b>
<b>OBJECTIVE / CATEGORY</b>	<b>R5.</b>	<b>Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.</b>

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>	<b>1</b>	<b>Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>1.a.</b>	<b>Elaborate on responses in conversations and discussions.</b>

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>	<b>2</b>	<b>Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.</b>

RELATED CONTENT / EXPECTATION	2.a.	Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>		<b>SPEAKING</b>
RELATED CONTENT / EXPECTATION	4	Ask and answer questions using complete sentences and grade-level vocabulary.
RELATED CONTENT / EXPECTATION	5	Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
STANDARD	11	Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>		<b>READING</b>
RELATED CONTENT / EXPECTATION	16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
STANDARD	18	Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>19</b>	<b>Determine the explicit or implied main idea and supporting details of a text.</b>
RELATED CONTENT / EXPECTATION	19.a.	Explain how supporting details contribute to the main idea, using textual evidence.

RELATED CONTENT / EXPECTATION	19.b.	Recount or summarize the key ideas from the text.
-------------------------------	-------	---------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD	20	Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.
----------	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

<b>STANDARD</b>		<b>READING</b>
-----------------	--	----------------

RELATED CONTENT / EXPECTATION	23	<b>Identify and use text features in informational passages to locate information.</b>
-------------------------------	----	----------------------------------------------------------------------------------------

GRADE EXPECTATION	23.b.	Explain how illustrations contribute to meaning in a story.
-------------------	-------	-------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

<b>STANDARD</b>		<b>READING</b>
-----------------	--	----------------

RELATED CONTENT / EXPECTATION	25	<b>Identify statements in informational texts as facts or opinions.</b>
-------------------------------	----	-------------------------------------------------------------------------

GRADE EXPECTATION	25.a.	Use prior knowledge and/or details from the text to distinguish fact from opinion.
-------------------	-------	------------------------------------------------------------------------------------

GRADE EXPECTATION	25.b.	Use information gathered from research to evaluate opinions.
-------------------	-------	--------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

<b>STANDARD</b>		<b>READING</b>
-----------------	--	----------------

RELATED CONTENT / EXPECTATION	26	<b>Use text comparisons (text to text, text to self, and text to world) to make meaning.</b>
-------------------------------	----	----------------------------------------------------------------------------------------------

GRADE EXPECTATION	26.a.	Use prior knowledge to determine similarities between texts they are reading and texts they have previously read.
-------------------	-------	-------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>LISTENING</b>

RELATED CONTENT / EXPECTATION 29 Determine the main idea of a text read aloud or information presented in an audible format.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION 34 Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION 36 **Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.**

GRADE EXPECTATION 36.b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.

GRADE EXPECTATION 36.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.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION 38 Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.

Mayflower, Part 2

**Alabama Courses of Study**  
**Language Arts**  
 Grade 3 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN** **RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY R5. Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
RELATED CONTENT / EXPECTATION	33	Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.

RELATED CONTENT / EXPECTATION	34	Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.
-------------------------------	----	------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
RELATED CONTENT / EXPECTATION	36	<b>Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</b>

GRADE EXPECTATION	36.b.	Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.
-------------------	-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE EXPECTATION	36.c.	Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.
-------------------	-------	----------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
RELATED CONTENT / EXPECTATION	37	<b>Compose simple, compound, and complex sentences with correct subject-verb agreement.</b>

GRADE EXPECTATION	37.b.	Identify the subject and predicate of a sentence.
-------------------	-------	---------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	38	Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
-------------------------------	----	----------------------------------------------------------------------------------------------------------------------



STANDARD	11	Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.
----------	----	----------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>		<b>READING</b>

RELATED CONTENT / EXPECTATION	16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
-------------------------------	----	-------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	34	Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.
-------------------------------	----	------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	36	<b>Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</b>
-------------------------------	----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE EXPECTATION	36.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.
-------------------	-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	38	Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
-------------------------------	----	----------------------------------------------------------------------------------------------------------------------

My Friend, Part 2

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR K-3**



OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
----------------------	-----	---------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING

RELATED CONTENT / EXPECTATION	33	Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.
-------------------------------	----	-----------------------------------------------------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	34	Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.
-------------------------------	----	------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING

RELATED CONTENT / EXPECTATION	36	<b>Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</b>
-------------------------------	----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE EXPECTATION	36.b.	Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.
-------------------	-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE EXPECTATION	36.c.	Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.
-------------------	-------	----------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING

RELATED CONTENT / EXPECTATION	38	Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
-------------------------------	----	----------------------------------------------------------------------------------------------------------------------

My House, Part 1

**Alabama Courses of Study**  
**Language Arts**  
Grade 3 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
----------------------	-----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------



RELATED CONTENT / EXPECTATION	16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
-------------------------------	----	-------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	34	Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.
-------------------------------	----	------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	36	<b>Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</b>
-------------------------------	----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE EXPECTATION	36.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.
-------------------	-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	38	Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
-------------------------------	----	----------------------------------------------------------------------------------------------------------------------

My House, Part 2

**Alabama Courses of Study**  
**Language Arts**  
Grade 3 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
----------------------	-----	---------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	33	Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.
-------------------------------	----	-----------------------------------------------------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	34	Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.
-------------------------------	----	------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
RELATED CONTENT / EXPECTATION	36	<b>Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</b>

GRADE EXPECTATION	36.b.	Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.
-------------------	-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE EXPECTATION	36.c.	Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.
-------------------	-------	----------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	38	Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
-------------------------------	----	----------------------------------------------------------------------------------------------------------------------

Nile River, Yangtze River

**Alabama Courses of Study**  
**Language Arts**  
Grade 3 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
----------------------	-----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------

OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
----------------------	-----	--------------------------------------------------------------------------------------------

OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
----------------------	-----	---------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
-----------------------------	--	----------------------

<b>STANDARD</b>	<b>1</b>	<b>Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.</b>
-----------------	----------	------------------------------------------------------------------------------------------------------

RELATED  
CONTENT /  
EXPECTATION

1.a. Elaborate on responses in conversations and discussions.

**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
---------------------------------	--	----------------------

<b>STANDARD</b>	<b>2</b>	<b>Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.</b>
-----------------	----------	-------------------------------------------------------------------------------------------------------------------

RELATED  
CONTENT /  
EXPECTATION

2.a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.

**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
---------------------------------	--	----------------------

<b>STANDARD</b>		<b>SPEAKING</b>
-----------------	--	-----------------

RELATED  
CONTENT /  
EXPECTATION

4 Ask and answer questions using complete sentences and grade-level vocabulary.

RELATED  
CONTENT /  
EXPECTATION

5 Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.

**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Phonics</b>
---------------------------------	--	----------------

<b>STANDARD</b>	<b>8</b>	<b>Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</b>
-----------------	----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

RELATED  
CONTENT /  
EXPECTATION

8.f. Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.

**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
---------------------------------	--	----------------

STANDARD

11 Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.

**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
---------------------------------	--	-------------------

<b>STANDARD</b>	<b>13</b>	<b>Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.</b>
-----------------	-----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------

RELATED  
CONTENT /  
EXPECTATION

13.a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.

**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>15</b>	<b>Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.</b>

RELATED  
CONTENT /  
EXPECTATION

15.c. Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning.

RELATED  
CONTENT /  
EXPECTATION

15.e. Sort words with shared and varied suffixes by parts of speech.

**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>		<b>READING</b>

RELATED  
CONTENT /  
EXPECTATION

16 Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.

**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
---------------------------------	--	----------------------

STANDARD

18 Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.

**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>19</b>	<b>Determine the explicit or implied main idea and supporting details of a text.</b>

RELATED  
CONTENT /  
EXPECTATION

19.a. Explain how supporting details contribute to the main idea, using textual evidence.

RELATED  
CONTENT /  
EXPECTATION

19.b. Recount or summarize the key ideas from the text.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD            20            Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

<b>STANDARD</b>		<b>READING</b>
-----------------	--	----------------

<b>RELATED CONTENT / EXPECTATION</b>	<b>23</b>	<b>Identify and use text features in informational passages to locate information.</b>
--------------------------------------	-----------	----------------------------------------------------------------------------------------

GRADE EXPECTATION            23.b.            Explain how illustrations contribute to meaning in a story.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

<b>STANDARD</b>		<b>READING</b>
-----------------	--	----------------

<b>RELATED CONTENT / EXPECTATION</b>	<b>25</b>	<b>Identify statements in informational texts as facts or opinions.</b>
--------------------------------------	-----------	-------------------------------------------------------------------------

GRADE EXPECTATION            25.a.            Use prior knowledge and/or details from the text to distinguish fact from opinion.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

<b>STANDARD</b>		<b>LISTENING</b>
-----------------	--	------------------

RELATED CONTENT / EXPECTATION            29            Determine the main idea of a text read aloud or information presented in an audible format.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
-----------------------------	--	----------------

<b>STANDARD</b>	<b>32</b>	<b>Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.</b>
-----------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION            32.a.            Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words.

RELATED CONTENT / EXPECTATION	32.d.	Encode words with less common prefixes, suffixes, and common Latin roots.
<b>STRAND / DOMAIN</b>		
<b>LITERACY FOUNDATIONS</b>		
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
RELATED CONTENT / EXPECTATION	36	<b>Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</b>

GRADE EXPECTATION	36.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.
-------------------	-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------

Orchestra and Conductor

**Alabama Courses of Study**  
**Language Arts**  
Grade 3 - Adopted: 2021/Effective 2022

<b>STRAND / DOMAIN</b>		
<b>RECURRING STANDARDS FOR K-3</b>		
OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.

<b>STRAND / DOMAIN</b>		
<b>LITERACY FOUNDATIONS</b>		
<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>	<b>1</b>	<b>Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.</b>

RELATED CONTENT / EXPECTATION	1.a.	Elaborate on responses in conversations and discussions.
-------------------------------	------	----------------------------------------------------------

<b>STRAND / DOMAIN</b>		
<b>LITERACY FOUNDATIONS</b>		
<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>	<b>2</b>	<b>Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.</b>

RELATED CONTENT / EXPECTATION	2.a.	Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.
-------------------------------	------	-------------------------------------------------------------------------------------------------------------



**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>		<b>SPEAKING</b>
RELATED CONTENT / EXPECTATION	4	Ask and answer questions using complete sentences and grade-level vocabulary.

RELATED CONTENT / EXPECTATION	5	Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.
-------------------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Phonics</b>
<b>STANDARD</b>	<b>8</b>	<b>Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</b>

RELATED CONTENT / EXPECTATION	8.f.	Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.
-------------------------------	------	----------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
-----------------------------	--	----------------

STANDARD	11	Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.
----------	----	----------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>13</b>	<b>Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.</b>

RELATED CONTENT / EXPECTATION	13.a.	Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.
-------------------------------	-------	-------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>15</b>	<b>Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.</b>

RELATED CONTENT / EXPECTATION	15.c.	Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning.
-------------------------------	-------	---------------------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION 15.e. Sort words with shared and varied suffixes by parts of speech.

**STRAND / DOMAIN** LITERACY FOUNDATIONS

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>		<b>READING</b>

RELATED CONTENT / EXPECTATION 16 Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.

**STRAND / DOMAIN** LITERACY FOUNDATIONS

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD 18 Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.

**STRAND / DOMAIN** LITERACY FOUNDATIONS

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>19</b>	<b>Determine the explicit or implied main idea and supporting details of a text.</b>

RELATED CONTENT / EXPECTATION 19.a. Explain how supporting details contribute to the main idea, using textual evidence.

RELATED CONTENT / EXPECTATION 19.b. Recount or summarize the key ideas from the text.

**STRAND / DOMAIN** LITERACY FOUNDATIONS

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD 20 Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.

**STRAND / DOMAIN** LITERACY FOUNDATIONS

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>

RELATED CONTENT / EXPECTATION 23 Identify and use text features in informational passages to locate information.

GRADE EXPECTATION	23.b.	Explain how illustrations contribute to meaning in a story.
-------------------	-------	-------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>25</b>	<b>Identify statements in informational texts as facts or opinions.</b>

GRADE EXPECTATION	25.a.	Use prior knowledge and/or details from the text to distinguish fact from opinion.
-------------------	-------	------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>LISTENING</b>

RELATED CONTENT / EXPECTATION	29	Determine the main idea of a text read aloud or information presented in an audible format.
-------------------------------	----	---------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>	<b>32</b>	<b>Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.</b>

RELATED CONTENT / EXPECTATION	32.a.	Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words.
-------------------------------	-------	--------------------------------------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	32.d.	Encode words with less common prefixes, suffixes, and common Latin roots.
-------------------------------	-------	---------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>36</b>	<b>Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</b>

GRADE EXPECTATION	36.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.
-------------------	-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------

**Alabama Courses of Study**  
**Language Arts**  
 Grade 3 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.
RELATED CONTENT / EXPECTATION	1.a.	Elaborate on responses in conversations and discussions.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Oral Language
STANDARD	2	Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.
RELATED CONTENT / EXPECTATION	2.a.	Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	4	Ask and answer questions using complete sentences and grade-level vocabulary.
RELATED CONTENT / EXPECTATION	5	Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Fluency
----------------------	--	---------

STANDARD	11	Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.
----------	----	----------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>		<b>READING</b>

RELATED CONTENT / EXPECTATION	16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
-------------------------------	----	-------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD	18	Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.
----------	----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>19</b>	<b>Determine the explicit or implied main idea and supporting details of a text.</b>

RELATED CONTENT / EXPECTATION	19.a.	Explain how supporting details contribute to the main idea, using textual evidence.
-------------------------------	-------	-------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	19.b.	Recount or summarize the key ideas from the text.
-------------------------------	-------	---------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD	20	Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.
----------	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>

RELATED CONTENT / EXPECTATION	23	Identify and use text features in informational passages to locate information.
-------------------------------	----	---------------------------------------------------------------------------------

GRADE EXPECTATION	23.b.	Explain how illustrations contribute to meaning in a story.
-------------------	-------	-------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>25</b>	<b>Identify statements in informational texts as facts or opinions.</b>
<b>GRADE EXPECTATION</b>	25.a.	Use prior knowledge and/or details from the text to distinguish fact from opinion.

<b>GRADE EXPECTATION</b>	25.b.	Use information gathered from research to evaluate opinions.
--------------------------	-------	--------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>26</b>	<b>Use text comparisons (text to text, text to self, and text to world) to make meaning.</b>

<b>GRADE EXPECTATION</b>	26.a.	Use prior knowledge to determine similarities between texts they are reading and texts they have previously read.
--------------------------	-------	-------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>LISTENING</b>

<b>RELATED CONTENT / EXPECTATION</b>	<b>29</b>	<b>Determine the main idea of a text read aloud or information presented in an audible format.</b>
--------------------------------------	-----------	----------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

<b>RELATED CONTENT / EXPECTATION</b>	<b>34</b>	<b>Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.</b>
--------------------------------------	-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

<b>RELATED CONTENT / EXPECTATION</b>	<b>36</b>	<b>Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</b>
GRADE EXPECTATION	36.b.	Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	36.c.	Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.
GRADE EXPECTATION	36.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.

**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	38	Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
-------------------------------	----	----------------------------------------------------------------------------------------------------------------------

Roanoke, Part 2

**Alabama Courses of Study**  
**Language Arts**  
Grade 3 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**

**RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
----------------------	-----	---------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	33	Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.
-------------------------------	----	-----------------------------------------------------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	34	Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.
-------------------------------	----	------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

<b>RELATED CONTENT / EXPECTATION</b>	<b>36</b>	<b>Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</b>
GRADE EXPECTATION	36.b.	Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	36.c.	Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	38	Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
-------------------------------	----	----------------------------------------------------------------------------------------------------------------------

Roman Colosseum

**Alabama Courses of Study**  
**Language Arts**  
Grade 3 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>	<b>1</b>	<b>Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.</b>

RELATED CONTENT / EXPECTATION	1.a.	Elaborate on responses in conversations and discussions.
-------------------------------	------	----------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>		<b>SPEAKING</b>



RELATED CONTENT / EXPECTATION	4	Ask and answer questions using complete sentences and grade-level vocabulary.
-------------------------------	---	-------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	5	Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.
-------------------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>		<b>READING</b>

RELATED CONTENT / EXPECTATION	16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
-------------------------------	----	-------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD	18	Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.
----------	----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>19</b>	<b>Determine the explicit or implied main idea and supporting details of a text.</b>

RELATED CONTENT / EXPECTATION	19.a.	Explain how supporting details contribute to the main idea, using textual evidence.
-------------------------------	-------	-------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	19.b.	Recount or summarize the key ideas from the text.
-------------------------------	-------	---------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD	20	Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.
----------	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>

<b>RELATED CONTENT / EXPECTATION</b>	<b>23</b>	<b>Identify and use text features in informational passages to locate information.</b>
--------------------------------------	-----------	----------------------------------------------------------------------------------------

GRADE EXPECTATION 23.b. Explain how illustrations contribute to meaning in a story.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>25</b>	<b>Identify statements in informational texts as facts or opinions.</b>

GRADE EXPECTATION 25.a. Use prior knowledge and/or details from the text to distinguish fact from opinion.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>LISTENING</b>

RELATED CONTENT / EXPECTATION 29 Determine the main idea of a text read aloud or information presented in an audible format.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION 34 Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>36</b>	<b>Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</b>

GRADE EXPECTATION 36.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.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION 38 Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.

Roman Hoplite, American Quarter Horse

**Alabama Courses of Study**  
**Language Arts**  
Grade 3 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		<b>Oral Language</b>
<b>STANDARD</b>	<b>1</b>	<b>Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.</b>
RELATED CONTENT / EXPECTATION	1.a.	Elaborate on responses in conversations and discussions.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		<b>Oral Language</b>
<b>STANDARD</b>	<b>2</b>	<b>Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.</b>
RELATED CONTENT / EXPECTATION	2.a.	Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		<b>Oral Language</b>
<b>STANDARD</b>		<b>SPEAKING</b>

RELATED CONTENT / EXPECTATION	4	Ask and answer questions using complete sentences and grade-level vocabulary.
-------------------------------	---	-------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	5	Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.
-------------------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
-----------------------------	--	----------------

STANDARD	11	Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.
----------	----	----------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
-----------------------------	--	-------------------

<b>STANDARD</b>		<b>READING</b>
-----------------	--	----------------

RELATED CONTENT / EXPECTATION	16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
-------------------------------	----	-------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD	18	Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.
----------	----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

<b>STANDARD</b>	<b>19</b>	<b>Determine the explicit or implied main idea and supporting details of a text.</b>
-----------------	-----------	--------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	19.a.	Explain how supporting details contribute to the main idea, using textual evidence.
-------------------------------	-------	-------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	19.b.	Recount or summarize the key ideas from the text.
-------------------------------	-------	---------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD	20	Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.
----------	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>23</b>	<b>Identify and use text features in informational passages to locate information.</b>

GRADE  
EXPECTATION 23.b. Explain how illustrations contribute to meaning in a story.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>25</b>	<b>Identify statements in informational texts as facts or opinions.</b>

GRADE  
EXPECTATION 25.a. Use prior knowledge and/or details from the text to distinguish fact from opinion.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>LISTENING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>29</b>	<b>Determine the main idea of a text read aloud or information presented in an audible format.</b>

RELATED  
CONTENT /  
EXPECTATION 29 Determine the main idea of a text read aloud or information presented in an audible format.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>36</b>	<b>Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</b>

GRADE  
EXPECTATION 36.b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.

GRADE  
EXPECTATION 36.c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.

GRADE EXPECTATION	36.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.
-------------------	-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------

Rooster, Part 1

**Alabama Courses of Study**  
**Language Arts**  
Grade 3 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		<b>Oral Language</b>
STANDARD	<b>1</b>	<b>Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.</b>

RELATED CONTENT / EXPECTATION	1.a.	Elaborate on responses in conversations and discussions.
-------------------------------	------	----------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		<b>Oral Language</b>
STANDARD	<b>2</b>	<b>Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.</b>

RELATED CONTENT / EXPECTATION	2.a.	Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.
-------------------------------	------	-------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		<b>Oral Language</b>
STANDARD		<b>SPEAKING</b>

RELATED CONTENT / EXPECTATION	4	Ask and answer questions using complete sentences and grade-level vocabulary.
-------------------------------	---	-------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	5	Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.
-------------------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
-----------------------------	--	----------------

STANDARD            11            Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>		<b>READING</b>

RELATED CONTENT / EXPECTATION            16            Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD            18            Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>19</b>	<b>Determine the explicit or implied main idea and supporting details of a text.</b>

RELATED CONTENT / EXPECTATION            19.a.            Explain how supporting details contribute to the main idea, using textual evidence.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD            20            Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>

RELATED CONTENT / EXPECTATION            23            Identify and use text features in informational passages to locate information.

GRADE EXPECTATION	23.b.	Explain how illustrations contribute to meaning in a story.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	25	<b>Identify statements in informational texts as facts or opinions.</b>

GRADE EXPECTATION	25.a.	Use prior knowledge and/or details from the text to distinguish fact from opinion.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>LISTENING</b>

RELATED CONTENT / EXPECTATION	29	Determine the main idea of a text read aloud or information presented in an audible format.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	34	Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.
<b>STRAND / DOMAIN</b>		<b>LITERACY FOUNDATIONS</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
<b>RELATED CONTENT / EXPECTATION</b>	36	<b>Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</b>

GRADE EXPECTATION	36.b.	Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.
-------------------	-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE EXPECTATION	36.c.	Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.
-------------------	-------	----------------------------------------------------------------------------------------

GRADE EXPECTATION	36.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.
-------------------	-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------



**Alabama Courses of Study**  
**Language Arts**  
 Grade 3 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
----------------------	-----	---------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	33	Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.
-------------------------------	----	-----------------------------------------------------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	34	Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.
-------------------------------	----	------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	36	<b>Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</b>
-------------------------------	----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE EXPECTATION	36.b.	Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.
-------------------	-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE EXPECTATION	36.c.	Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.
-------------------	-------	----------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	38	Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
-------------------------------	----	----------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.

RELATED CONTENT / EXPECTATION      1.a.      Elaborate on responses in conversations and discussions.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Oral Language
STANDARD	2	Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.

RELATED CONTENT / EXPECTATION      2.a.      Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING

RELATED CONTENT / EXPECTATION      4      Ask and answer questions using complete sentences and grade-level vocabulary.

RELATED CONTENT / EXPECTATION      5      Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Fluency
----------------------	--	---------

STANDARD      11      Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>		<b>READING</b>

RELATED CONTENT / EXPECTATION      16      Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD      18      Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>19</b>	<b>Determine the explicit or implied main idea and supporting details of a text.</b>

RELATED CONTENT / EXPECTATION      19.a.      Explain how supporting details contribute to the main idea, using textual evidence.

RELATED CONTENT / EXPECTATION      19.b.      Recount or summarize the key ideas from the text.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD      20      Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>

RELATED CONTENT / EXPECTATION      22      Describe literary elements within a story, including setting, plot, characters, and themes.

GRADE EXPECTATION      22.a.      Describe in detail the characters' behavior, emotions, and traits and explain how their actions influence events in the story.

GRADE EXPECTATION	22.b.	Explain how the characters' actions and dialogue contribute to the meaning of the story.
GRADE EXPECTATION	22.c.	Identify the central message, theme, or moral in a story, including myths, fables, and folktales, and explain the meaning conveyed in the passage.
GRADE EXPECTATION	22.d.	Compare and contrast the themes, settings, and plots from two texts.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	24	<b>Identify the text structures within literary and informational texts.</b>

GRADE EXPECTATION	24.a.	Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.
-------------------	-------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	28	Identify the narration of a literary text as first person or third person.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>LISTENING</b>
<b>RELATED CONTENT / EXPECTATION</b>	29	Determine the main idea of a text read aloud or information presented in an audible format.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
<b>RELATED CONTENT / EXPECTATION</b>	33	Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>36</b>	<b>Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</b>
GRADE EXPECTATION	36.b.	Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.
GRADE EXPECTATION	36.c.	Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.
GRADE EXPECTATION	36.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.

The Fox and the Crow, Part 2

**Alabama Courses of Study**  
**Language Arts**  
Grade 3 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR K-3**

<b>OBJECTIVE / CATEGORY</b>	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
-----------------------------	-----	---------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>	<b>2</b>	<b>Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.</b>
RELATED CONTENT / EXPECTATION	2.a.	Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>		<b>SPEAKING</b>
RELATED CONTENT / EXPECTATION	4	Ask and answer questions using complete sentences and grade-level vocabulary.
RELATED CONTENT / EXPECTATION	5	Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
-----------------------------	--	----------------

STANDARD 11 Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.

**STRAND / DOMAIN** LITERACY FOUNDATIONS

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>19</b>	<b>Determine the explicit or implied main idea and supporting details of a text.</b>

RELATED CONTENT / EXPECTATION 19.b. Recount or summarize the key ideas from the text.

**STRAND / DOMAIN** LITERACY FOUNDATIONS

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD 20 Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.

**STRAND / DOMAIN** LITERACY FOUNDATIONS

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION 33 Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.

**STRAND / DOMAIN** LITERACY FOUNDATIONS

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION 36 Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.

GRADE EXPECTATION 36.b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.

GRADE EXPECTATION 36.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.

**STRAND / DOMAIN** LITERACY FOUNDATIONS

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>



**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>		<b>SPEAKING</b>
RELATED CONTENT / EXPECTATION	4	Ask and answer questions using complete sentences and grade-level vocabulary.

RELATED CONTENT / EXPECTATION	5	Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.
-------------------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Phonics</b>
<b>STANDARD</b>	<b>8</b>	<b>Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</b>

RELATED CONTENT / EXPECTATION	8.f.	Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.
-------------------------------	------	----------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
-----------------------------	--	----------------

STANDARD	11	Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.
----------	----	----------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>15</b>	<b>Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.</b>

RELATED CONTENT / EXPECTATION	15.c.	Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning.
-------------------------------	-------	---------------------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	15.e.	Sort words with shared and varied suffixes by parts of speech.
-------------------------------	-------	----------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>		<b>READING</b>



RELATED CONTENT / EXPECTATION	16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
-------------------------------	----	-------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD	18	Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.
----------	----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

<b>STANDARD</b>	<b>19</b>	<b>Determine the explicit or implied main idea and supporting details of a text.</b>
-----------------	-----------	--------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	19.a.	Explain how supporting details contribute to the main idea, using textual evidence.
-------------------------------	-------	-------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	19.b.	Recount or summarize the key ideas from the text.
-------------------------------	-------	---------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD	20	Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.
----------	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

<b>STANDARD</b>		<b>READING</b>
-----------------	--	----------------

<b>RELATED CONTENT / EXPECTATION</b>	<b>22</b>	<b>Describe literary elements within a story, including setting, plot, characters, and themes.</b>
--------------------------------------	-----------	----------------------------------------------------------------------------------------------------

GRADE EXPECTATION	22.a.	Describe in detail the characters' behavior, emotions, and traits and explain how their actions influence events in the story.
-------------------	-------	--------------------------------------------------------------------------------------------------------------------------------

GRADE EXPECTATION	22.b.	Explain how the characters' actions and dialogue contribute to the meaning of the story.
-------------------	-------	------------------------------------------------------------------------------------------

GRADE EXPECTATION	22.c.	Identify the central message, theme, or moral in a story, including myths, fables, and folktales, and explain the meaning conveyed in the passage.
-------------------	-------	----------------------------------------------------------------------------------------------------------------------------------------------------

GRADE EXPECTATION	22.d.	Compare and contrast the themes, settings, and plots from two texts.
-------------------	-------	----------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	24	<b>Identify the text structures within literary and informational texts.</b>

GRADE EXPECTATION	24.a.	Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.
-------------------	-------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>

RELATED CONTENT / EXPECTATION	28	Identify the narration of a literary text as first person or third person.
-------------------------------	----	----------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>LISTENING</b>

RELATED CONTENT / EXPECTATION	29	Determine the main idea of a text read aloud or information presented in an audible format.
-------------------------------	----	---------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>	32	<b>Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.</b>

RELATED CONTENT / EXPECTATION	32.d.	Encode words with less common prefixes, suffixes, and common Latin roots.
-------------------------------	-------	---------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	33	Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.
-------------------------------	----	-----------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING

RELATED CONTENT / EXPECTATION	36	Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.
-------------------------------	----	---------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE EXPECTATION	36.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.
-------------------	-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------

The Theft of Thor's Hammer, Part 2

**Alabama Courses of Study**  
**Language Arts**  
Grade 3 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
----------------------	-----	---------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Oral Language
STANDARD	2	Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.

RELATED CONTENT / EXPECTATION	2.a.	Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.
-------------------------------	------	-------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING

RELATED CONTENT / EXPECTATION	4	Ask and answer questions using complete sentences and grade-level vocabulary.
-------------------------------	---	-------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	5	Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.
-------------------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Phonics</b>
<b>STANDARD</b>	<b>8</b>	<b>Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</b>

RELATED CONTENT / EXPECTATION 8.f. Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
-----------------------------	--	----------------

STANDARD 11 Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
-----------------------------	--	-------------------

<b>STANDARD</b>	<b>14</b>	<b>Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.</b>
-----------------	-----------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION 14.a. Determine meaning of words using synonyms in context.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
-----------------------------	--	-------------------

<b>STANDARD</b>	<b>15</b>	<b>Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.</b>
-----------------	-----------	----------------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION 15.c. Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning.

RELATED CONTENT / EXPECTATION 15.e. Sort words with shared and varied suffixes by parts of speech.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

<b>STANDARD</b>	<b>19</b>	<b>Determine the explicit or implied main idea and supporting details of a text.</b>
-----------------	-----------	--------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION 19.b. Recount or summarize the key ideas from the text.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD 20 Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>	<b>32</b>	<b>Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.</b>

RELATED CONTENT / EXPECTATION 32.d. Encode words with less common prefixes, suffixes, and common Latin roots.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION 33 Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION 36 **Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.**

GRADE EXPECTATION 36.b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.

GRADE EXPECTATION 36.c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.

GRADE EXPECTATION 36.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.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION 37 **Compose simple, compound, and complex sentences with correct subject-verb agreement.**

GRADE EXPECTATION	37.b.	Identify the subject and predicate of a sentence.
-------------------	-------	---------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING

RELATED CONTENT / EXPECTATION	38	Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
-------------------------------	----	----------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING

RELATED CONTENT / EXPECTATION	40	Use grade-level and domain-appropriate vocabulary in writing.
-------------------------------	----	---------------------------------------------------------------

GRADE EXPECTATION	40.a.	Use specific vocabulary to develop a story.
-------------------	-------	---------------------------------------------

Tornadoes

**Alabama Courses of Study  
Language Arts  
Grade 3 - Adopted: 2021/Effective 2022**

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
----------------------	-----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------

OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
----------------------	-----	--------------------------------------------------------------------------------------------

OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
----------------------	-----	---------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Oral Language
STANDARD	1	Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.

RELATED CONTENT / EXPECTATION	1.a.	Elaborate on responses in conversations and discussions.
-------------------------------	------	----------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>	<b>2</b>	<b>Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.</b>

RELATED  
CONTENT /  
EXPECTATION

2.a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>		<b>SPEAKING</b>

RELATED  
CONTENT /  
EXPECTATION

4 Ask and answer questions using complete sentences and grade-level vocabulary.

RELATED  
CONTENT /  
EXPECTATION

5 Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Phonics</b>
<b>STANDARD</b>	<b>8</b>	<b>Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</b>

RELATED  
CONTENT /  
EXPECTATION

8.f. Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
-----------------------------	--	----------------

STANDARD

11 Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>13</b>	<b>Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.</b>

RELATED  
CONTENT /  
EXPECTATION

13.a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>	<b>15</b>	<b>Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.</b>

RELATED CONTENT / EXPECTATION	15.c.	Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning.
-------------------------------	-------	---------------------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	15.e.	Sort words with shared and varied suffixes by parts of speech.
-------------------------------	-------	----------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>		<b>READING</b>

RELATED CONTENT / EXPECTATION	16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
-------------------------------	----	-------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD	18	Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.
----------	----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>19</b>	<b>Determine the explicit or implied main idea and supporting details of a text.</b>

RELATED CONTENT / EXPECTATION	19.a.	Explain how supporting details contribute to the main idea, using textual evidence.
-------------------------------	-------	-------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	19.b.	Recount or summarize the key ideas from the text.
-------------------------------	-------	---------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
-----------------------------	--	----------------------

STANDARD	20	Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.
----------	----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>23</b>	<b>Identify and use text features in informational passages to locate information.</b>

GRADE  
EXPECTATION 23.b. Explain how illustrations contribute to meaning in a story.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>25</b>	<b>Identify statements in informational texts as facts or opinions.</b>

GRADE  
EXPECTATION 25.a. Use prior knowledge and/or details from the text to distinguish fact from opinion.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>LISTENING</b>

RELATED  
CONTENT /  
EXPECTATION 29 Determine the main idea of a text read aloud or information presented in an audible format.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>	<b>32</b>	<b>Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.</b>

RELATED  
CONTENT /  
EXPECTATION 32.a. Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words.

RELATED  
CONTENT /  
EXPECTATION 32.d. Encode words with less common prefixes, suffixes, and common Latin roots.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
---------------------------------	--	----------------

<b>STANDARD</b>		<b>WRITING</b>
-----------------	--	----------------

RELATED CONTENT / EXPECTATION 34 Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION 36 **Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.**

GRADE EXPECTATION 36.b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.

GRADE EXPECTATION 36.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.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION 38 Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.

Treasure Map, Part 1

**Alabama Courses of Study**  
**Language Arts**  
Grade 3 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN** **RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

OBJECTIVE / CATEGORY R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.

OBJECTIVE / CATEGORY R5. Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>	<b>1</b>	<b>Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.</b>



**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>19</b>	<b>Determine the explicit or implied main idea and supporting details of a text.</b>

RELATED  
CONTENT /  
EXPECTATION

19.a. Explain how supporting details contribute to the main idea, using textual evidence.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
---------------------------------	--	----------------------

STANDARD

20

Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>23</b>	<b>Identify and use text features in informational passages to locate information.</b>

GRADE  
EXPECTATION

23.b. Explain how illustrations contribute to meaning in a story.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>24</b>	<b>Identify the text structures within literary and informational texts.</b>

GRADE  
EXPECTATION

24.a. Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>25</b>	<b>Identify statements in informational texts as facts or opinions.</b>

GRADE  
EXPECTATION

25.a. Use prior knowledge and/or details from the text to distinguish fact from opinion.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>LISTENING</b>

RELATED CONTENT / EXPECTATION      29      Determine the main idea of a text read aloud or information presented in an audible format.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION      34      Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION      36      **Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.**

GRADE EXPECTATION      36.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.

Treasure Map, Part 2

**Alabama Courses of Study**  
**Language Arts**  
Grade 3 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY      R5.      Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION      33      Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.

RELATED CONTENT / EXPECTATION	34	Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.
-------------------------------	----	------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	36	<b>Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</b>
-------------------------------	----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE EXPECTATION	36.b.	Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.
-------------------	-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE EXPECTATION	36.c.	Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.
-------------------	-------	----------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	38	Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
-------------------------------	----	----------------------------------------------------------------------------------------------------------------------

William Penn, Part 1

**Alabama Courses of Study**  
**Language Arts**  
Grade 3 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
----------------------	-----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------

OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.
----------------------	-----	--------------------------------------------------------------------------------------------

OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
----------------------	-----	---------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>	1	<b>Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.</b>



**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>19</b>	<b>Determine the explicit or implied main idea and supporting details of a text.</b>
RELATED CONTENT / EXPECTATION	19.a.	Explain how supporting details contribute to the main idea, using textual evidence.
RELATED CONTENT / EXPECTATION	19.b.	Recount or summarize the key ideas from the text.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>	<b>20</b>	<b>Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.</b>

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
RELATED CONTENT / EXPECTATION	<b>23</b>	<b>Identify and use text features in informational passages to locate information.</b>
GRADE EXPECTATION	23.b.	Explain how illustrations contribute to meaning in a story.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>
RELATED CONTENT / EXPECTATION	<b>25</b>	<b>Identify statements in informational texts as facts or opinions.</b>
GRADE EXPECTATION	25.a.	Use prior knowledge and/or details from the text to distinguish fact from opinion.
GRADE EXPECTATION	25.b.	Use information gathered from research to evaluate opinions.

**STRAND /  
DOMAIN****LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
---------------------------------	--	----------------------



<b>STANDARD</b>		<b>READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	26	<b>Use text comparisons (text to text, text to self, and text to world) to make meaning.</b>

GRADE EXPECTATION 26.a. Use prior knowledge to determine similarities between texts they are reading and texts they have previously read.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>LISTENING</b>

RELATED CONTENT / EXPECTATION 29 Determine the main idea of a text read aloud or information presented in an audible format.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION 34 Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

**RELATED CONTENT / EXPECTATION 36 Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.**

GRADE EXPECTATION 36.b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.

GRADE EXPECTATION 36.c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.

GRADE EXPECTATION 36.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.

**STRAND / DOMAIN** **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	38	Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
-------------------------------	----	----------------------------------------------------------------------------------------------------------------------

William Penn, Part 2

**Alabama Courses of Study**  
**Language Arts**  
 Grade 3 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
----------------------	-----	---------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Phonics
STANDARD	8	Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.

RELATED CONTENT / EXPECTATION	8.f.	Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.
-------------------------------	------	----------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Vocabulary
STANDARD	15	Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.

RELATED CONTENT / EXPECTATION	15.c.	Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning.
-------------------------------	-------	---------------------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	15.e.	Sort words with shared and varied suffixes by parts of speech.
-------------------------------	-------	----------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Writing
STANDARD	32	Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.

RELATED CONTENT / EXPECTATION	32.d.	Encode words with less common prefixes, suffixes, and common Latin roots.
-------------------------------	-------	---------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	33	Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.
-------------------------------	----	-----------------------------------------------------------------------------------------------------------------------------------

RELATED CONTENT / EXPECTATION	34	Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.
-------------------------------	----	------------------------------------------------------------------------------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	36	<b>Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.</b>
-------------------------------	----	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE EXPECTATION	36.b.	Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.
-------------------	-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------

GRADE EXPECTATION	36.c.	Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.
-------------------	-------	----------------------------------------------------------------------------------------

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION	38	Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
-------------------------------	----	----------------------------------------------------------------------------------------------------------------------