#### 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		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

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

RELATE CONTEI EXPEC	NT /	5	Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.
ST RANI DOMAIN			LITERACY FOUNDATIONS
OBJEC CATEG			Fluency
STAND	ARD	11	Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.
ST RANI DOMAIN			LITERACY FOUNDATIONS
OBJEC CATEG			Vocabulary
STAND	ARD		READING
RELATE CONTEI EXPEC <sup>-1</sup>	NT /	16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
ST RANI DOMAIN			LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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 /

#### LITERACY FOUNDATIONS

DOMAIN

#### **OBJECTIVE** / Comprehension CATEGORY Determine the explicit or implied main idea and supporting details of a text. STANDARD 19 RELATED 19.a. Explain how supporting details contribute to the main idea, using textual evidence. CONTENT / EXPECTATION RELATED 19.b. Recount or summarize the key ideas from the text. CONTENT / EXPECTATION STRAND / LITERACY FOUNDATIONS DOMAIN **OBJECTIVE /** Comprehension CATEGORY 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.

OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	23	Identify and use text features in informational passages to locate information.
GRADE	23.b.	Explain how illustrations contribute to meaning in a story.

EXPECTATION

STRAND /

DOMAIN

LITERACY FOUNDATIONS

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

EXPECTATION

#### STRAND / DOMAIN

LITERACY FOUNDATIONS

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

EXPECTATION

### STRAND / DOMAIN

STRAND /

DOMAIN

#### LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD		WRITING
RELATED CONTENT /	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

EXPECTATION

# LITERACY FOUNDATIONS

level.

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
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

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.a.	Use articles a, an, and the correctly.
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.

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.

# Dolphins

# 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.

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		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

DOMAIN

# LITERACY FOUNDATIONS

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

# STRAND / 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 15.e. Sort words with shared and varied suffixes by parts of speech. CONTENT / **EXPECTATION** LITERACY FOUNDATIONS STRAND / DOMAIN **OBJECTIVE /** Vocabulary CATEGORY **STANDARD** READING RELATED 16 Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text. CONTENT / EXPECTATION STRAND / LITERACY FOUNDATIONS DOMAIN **OBJECTIVE /** Comprehension CATEGORY 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. LITERACY FOUNDATIONS STRAND / DOMAIN **OBJECTIVE /** Comprehension CATEGORY STANDARD 19 Determine the explicit or implied main idea and supporting details of a text. RELATED 19.a. Explain how supporting details contribute to the main idea, using textual evidence. CONTENT / EXPECTATION RELATED 19.b. Recount or summarize the key ideas from the text. CONTENT / **EXPECTATION** STRAND / LITERACY FOUNDATIONS DOMAIN **OBJECTIVE /** Comprehension CATEGORY 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 / LITERACY FOUNDATIONS DOMAIN **OBJECTIVE /** Comprehension CATEGORY READING STANDARD RELATED 23 Identify and use text features in informational passages to locate information.

CONTENT / EXPECTATION

GRADE	23.b.
EXPECTATION	

Explain how illustrations contribute to meaning in a story.

# STRAND / LITERACY FOUNDATIONS DOMAIN

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

## STRAND / DOMAIN

LITERACY FOUNDATIONS

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

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

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	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.

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.

# 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 / LITERACY DOMAIN

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.

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		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

STRAND /

DOMAIN

# LITERACY FOUNDATIONS

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

OBJECTIVE / CATEGORY		Vocabulary
STANDARD	14	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.
RELATED CONTENT / EXPECTATION	14.a.	Determine meaning of words using synonyms in context.

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

STRAND / DOMAIN

## LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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 / LITERACY FOUNDATIONS DOMAIN

OBJECTIVE / CATEGORY		Comprehension
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
OBJECTIVE / CATEGORY		Comprehension

STANDARD20Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying<br/>background knowledge and generating questions about the topic or characters.

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

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

 CONTENT /
 EXPECTATION

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 / LITERACY FOUNDATIONS DOMAIN

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

EXPECTATION

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.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 /

# LITERACY FOUNDATIONS

### DOMAIN

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.

# 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.

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 /** Fluency CATEGORY STANDARD 11 Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression. STRAND / LITERACY FOUNDATIONS DOMAIN **OBJECTIVE /** Vocabulary CATEGORY STANDARD READING RELATED 16 Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text. CONTENT / EXPECTATION

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

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

CONTENT / EXPECTATION

STRAND /

DOMAIN

#### LITERACY FOUNDATIONS

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

 CONTENT /
 with elaboration, and a conclusion.

 EXPECTATION

#### 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.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 / LITERACY FOUNDATIONS DOMAIN

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.

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 / LITERACY FOUNDATIONS DOMAIN

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

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.

OBJECTIVE / CATEGORY		Vocabulary
STANDARD		READING
RELATED CONTENT / EXPECTATION	16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
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
OBJECTIVE / CATEGORY		Comprehension
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
OBJECTIVE / CATEGORY		Comprehension
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
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	23	Identify and use text features in informational passages to locate information.

- GRADE 23.b. Explain how illustrations contribute to meaning in a story. EXPECTATION
- STRAND / LITERACY FOUNDATIONS DOMAIN

OBJECTIVE / CATEGORY

Comprehension

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

#### LITERACY FOUNDATIONS

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

### STRAND / DOMAIN

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

EXPECTATION

STRAND / DOMAIN

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.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
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.
		Leif Eriksson
		Alabama Courses of Study Language Art s Grade 3 - Adopted: 2021/Effect ive 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		LIT ERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Oral Language
STANDARD		SPEAKING
RELATED CONTENT / EXPECTATION	4	Ask and answer questions using complete sentences and grade-level vocabulary.

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

STRAND / LITERACY FOUNDATIONS DOMAIN **OBJECTIVE /** Fluency CATEGORY

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

#### STRAND / DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary
STANDARD	14	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.
RELATED CONTENT / EXPECTATION	14.a.	Determine meaning of words using synonyms in context.

#### STRAND / DOMAIN

LITERACY FOUNDATIONS

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

STRAND / DOMAIN

#### LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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

OBJECTIVE / CATEGORY		Comprehension
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 / LITERACY FOUNDATIONS DOMAIN

OBJECTIVE / CATEGORY		Comprehension
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

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

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

STRAND / DOMAIN

LITERACY FOUNDATIONS

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

#### STRAND / DOMAIN

LITERACY FOUNDATIONS

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

STRAND / DOMAIN

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 34 CONTENT / EXPECTATION 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	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

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
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.

Magnets

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

**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 / LITERACY FOUNDATIONS DOMAIN

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 / LITERACY FOUNDATIONS DOMAIN

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

OBJECTIVE / CATEGORY		Vocabulary
STANDARD		READING
RELATED CONTENT / EXPECTATION	16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
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.

### LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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	19.b.	Recount or summarize the key ideas from the text.
CONTENT /		
EXPECTATION		

STRAND / LIT DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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

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

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

STRAND / LITERACY FOUNDATIONS DOMAIN

OBJECTIVE / CATEGORY Comprehension

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

EXPECTATION

STRAND / DOMAIN LITERACY FOUNDATIONS

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

#### 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

DOMAIN

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.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 /		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
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.
		Mayflower, Part 1
		Alabama Courses of Study
		Language Art s
		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 2.a. CONTENT / EXPECTATION Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.

STRAND / DOMAIN

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
OBJECTIVE / CATEGORY		Vocabulary
CATEGORI		
STANDARD		READING
	16	READING Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
ST ANDARD RELATED CONTENT /	16	
ST ANDARD RELATED CONTENT / EXPECTATION ST RAND /	16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
ST ANDARDRELATED CONTENT / EXPECTATIONST RAND / DOMAINOBJECT IVE /	16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
ST ANDARDRELATED CONTENT / EXPECTATIONST RAND / DOMAINOBJECTIVE / CATEGORY		Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.  LITERACY FOUNDATIONS  Comprehension  Demonstrate content knowledge built during independent reading of informational and literary texts by participating in
ST ANDARDRELATED CONTENT / EXPECTATIONST RAND / DOMAINOBJECTIVE / CATEGORYSTANDARDSTRAND /		Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.  LITERACY FOUNDATIONS  Comprehension  Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.
ST ANDARDRELATED CONTENT / EXPECTATIONST RAND / DOMAINOBJECTIVE / CATEGORYSTANDARDST RAND / DOMAINOBJECTIVE / OBJECTIVE / OBJECTIVE /		Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.  LITERACY FOUNDATIONS  Comprehension  Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.  LITERACY FOUNDATIONS

RELATED 19.b. CONTENT / EXPECTATION

Recount or summarize the key ideas from the text.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
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 /		LITERACY FOUNDATIONS

DOMAIN

OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	23	Identify and use text features in informational passages to locate information.
GRADE	23.b.	Explain how illustrations contribute to meaning in a story.

GRADE EXPECTATION

STRAND / DOMAIN

#### LITERACY FOUNDATIONS

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

OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	26	Use text comparisons (text to text, text to self, and text to world) to make meaning.
GRADE EXPECTATION	26.a.	Use prior knowledge to determine similarities between texts they are reading and texts they have previously read.

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

# LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
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

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.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

 

 OBJECT IVE / CATEGORY
 Writing

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 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.

#### 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	Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.
GRADE	36.b.	Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and

# GRADE 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.

# GRADE36.c.Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.EXPECTATION

#### STRAND / DOMAIN

# LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
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.

My Friend, Part 1

#### 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

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
OBJECTIVE / CATEGORY		Vocabulary
STANDARD		READING
RELATED CONTENT / EXPECTATION	16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
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.

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.

# STRAND / LITERACY FOUNDATIONS DOMAIN

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 Friend, Part 2

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

# **RECURRING STANDARDS FOR K-3**

OBJECTIVE / R5. CATEGORY 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	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.

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 202	22
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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 / LITERACY FOUNDATIONS DOMAIN

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

STANDARD		READING
OBJECTIVE / CATEGORY		Vocabulary
STRAND / DOMAIN		LITERACY FOUNDATIONS
STANDARD	11	Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.
OBJECTIVE / CATEGORY		Fluency
STRAND / DOMAIN		LITERACY FOUNDATIONS
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.
RELATED CONTENT / EXPECTATION	4	Ask and answer questions using complete sentences and grade-level vocabulary.
STANDARD		SPEAKING
OBJECTIVE / CATEGORY		Oral Language

RELATED 16 Use knowledge CONTENT / EXPECTATION

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

#### STRAND / DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
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	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.

STRAND / LITERACY FOUNDATIONS DOMAIN

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 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 /		Writing

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

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

STRAND / LITERACY FOUNDATIONS

OBJECTIVE /

CATEGORY

DOMAIN

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.

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 / LITERACY FOUNDATIONS DOMAIN

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

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

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		Fluency
STANDARD	11	Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.
STRAND / DOMAIN		LITERACY FOUNDATIONS

DOMAIN				
OBJECTIVE / CATEGORY	Vocabulary			

STANDARD		Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.
RELATED CONTENT /	13.a.	Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.

EXPECTATION

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

EXPECTATION

STRAND / DOMAIN

LITERACY FOUNDATIONS

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

STRAND /		
DOMAIN		

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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

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OBJECTIVE / CATEGORY		Comprehension
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.

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

CONTENT / EXPECTATION

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	20	Establish a purpose before reading literary and informational texts to enhance co

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

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

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

STRAND / DOMAIN LITERACY FOUNDATIONS

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

STRAND / DOMAIN LITERACY FOUNDATIONS

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

STRAND / DOMAIN

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.a.	Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words.

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

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.

## Orchestra and Conductor

## 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

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.

### LITERACY FOUNDATIONS

DOMAIN		
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		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		Fluency
STANDARD	11	Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	13	Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.
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

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 15.e. Sort words with shared and varied suffixes by parts of speech. CONTENT / **EXPECTATION** LITERACY FOUNDATIONS STRAND / DOMAIN **OBJECTIVE /** Vocabulary CATEGORY **STANDARD** READING RELATED 16 Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text. CONTENT / EXPECTATION STRAND / LITERACY FOUNDATIONS DOMAIN **OBJECTIVE /** Comprehension CATEGORY 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. LITERACY FOUNDATIONS STRAND / DOMAIN **OBJECTIVE /** Comprehension CATEGORY STANDARD 19 Determine the explicit or implied main idea and supporting details of a text. RELATED 19.a. Explain how supporting details contribute to the main idea, using textual evidence. CONTENT / EXPECTATION RELATED 19.b. Recount or summarize the key ideas from the text. CONTENT / **EXPECTATION** STRAND / LITERACY FOUNDATIONS DOMAIN **OBJECTIVE /** Comprehension CATEGORY 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 / LITERACY FOUNDATIONS DOMAIN **OBJECTIVE /** Comprehension CATEGORY READING STANDARD RELATED 23 Identify and use text features in informational passages to locate information.

CONTENT / EXPECTATION

GRADE	23.b.
EXPECTATION	

Explain how illustrations contribute to meaning in a story.

# STRAND / LITERACY FOUNDATIONS DOMAIN

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

## STRAND / DOMAIN

LITERACY FOUNDATIONS

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

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.a.	Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words.
RELATED	32.d.	Encode words with less common prefixes, suffixes, and common Latin roots.

CONTENT / EXPECTATION

STRAND / DOMAIN

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.

## 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 / LITERACY FOUNDATIONS DOMAIN

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 / LITERACY FOUNDATIONS DOMAIN

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
OBJECTIVE / CATEGORY		Vocabulary
STANDARD		READING
RELATED CONTENT / EXPECTATION	16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
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
OBJECTIVE / CATEGORY		Comprehension
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
OBJECTIVE / CATEGORY		Comprehension
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
OBJECTIVE / CATEGORY		Comprehension
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.

### LITERACY FOUNDATIONS

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

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

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

STRAND /	
DOMAIN	

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
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	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
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.
		Roanoke, Part 2
		Alabama Courses of Study
		Language Art s Grade 3 - Adopted: 2021/Effect ive 2022
STRAND / DOMAIN		RECURRING ST ANDARDS 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

CATEGORY		
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 /		Writing

OBJECTIVE / CATEGORY	Writing
STANDARD	WRITING

		Alabama Courses of Study Language Arts Grade 3 - Adopted: 2021/Effective 2022
		Language Arts
STRAND /	I	RECURRING STANDARDS FOR K-3
DOMAIN		
OBJECTIVE / CATEGORY		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
		LITERACY FOUNDATIONS Oral Language
DOMAIN OBJECTIVE / CATEGORY	1	
DOMAIN OBJECTIVE / CATEGORY STANDARD	<b>1</b> 1.a.	Oral Language
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Oral Language Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.
DOMAIN OBJECTIVE / CATEGORY ST ANDARD RELATED CONTENT / EXPECTATION ST RAND /		Oral Language Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules. Elaborate on responses in conversations and discussions.

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		Vocabulary
STANDARD		READING
RELATED CONTENT / EXPECTATION	16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
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
OBJECTIVE / CATEGORY		Comprehension
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	19.b.	
CONTENT / EXPECTATION	20101	Recount or summarize the key ideas from the text.
CONTENT /		LITERACY FOUNDATIONS
CONTENT / EXPECTATION STRAND /		
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	20	LITERACY FOUNDATIONS
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY		LITERACY FOUNDATIONS Comprehension Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying
CONTENT / EXPECTATION  STRAND / OBJECTIVE / CATEGORY  STANDARD  STRAND /		LITERACY FOUNDATIONS Comprehension Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.

RELAT CONTE EXPEC	23	Identify and use text features in informational passages to locate information.
GRADE	23.b.	Explain how illustrations contribute to meaning in a story.

EXPECTATION

LIT ERACY FOUNDATIONS

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

LITERACY FOUNDATIONS

STRAND / DOMAIN

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

## STRAND / DOMAIN

## LITERACY FOUNDATIONS

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OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
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	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.

STRAND / DOMAIN

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.
		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		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 /	LITERACY FOUNDATIONS
DOMAIN	

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
OBJECTIVE / CATEGORY		Vocabulary
STANDARD		READING
RELATED CONTENT / EXPECTATION	16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
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
OBJECTIVE / CATEGORY		Comprehension
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
OBJECTIVE / CATEGORY		Comprehension
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.

## LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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

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

#### STRAND / DOMAIN

## LITERACY FOUNDATIONS

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

## STRAND / DOMAIN

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.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.

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		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

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.

#### LITERACY FOUNDATIONS

**OBJECTIVE /** Fluency CATEGORY STANDARD 11 Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.

## STRAND /

LITERACY FOUNDATIONS

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STRAND /

DOMAIN

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

## STRAND /

DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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

OBJECTIVE / CATEGORY		Comprehension
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.

STRAND / DOMAIN

## LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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

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

GRADE	23.b.
EXPECTATION	

Explain how illustrations contribute to meaning in a story.

# STRAND / LITERACY FOUNDATIONS DOMAIN

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

## STRAND / DOMAIN

LITERACY FOUNDATIONS

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

#### STRAND / DOMAIN

## LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
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

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.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.	tilize the writing process to plan, draft, revise, edit, and publish writings in various genres.			
STRAND / DOMAIN		LITERACY FOUNDATIONS			
OBJECTIVE / CATEGORY		/riting			
STANDARD		VRITING			
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 /		LITERACY FOUNDATIONS			

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.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.

The Fox and the Crow, Part 1

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.

DOMAIN				
OBJECTIVE / CATEGORY		Vocabulary		
STANDARD		READING		
RELATED CONTENT / EXPECTATION	16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.		
STRAND / DOMAIN		LITERACY FOUNDATIONS		
OBJECTIVE / CATEGORY		Comprehension		
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		
OBJECTIVE / CATEGORY		Comprehension		
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	19.b.	Recount or summarize the key ideas from the text.
CONTENT /		

EXPECTATION

STRAND / LITERACY FOUNDATIONS
DOMAIN

OBJECTIVE / CATEGORY		Comprehension
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

**EXPECTATION** 

LITERACY FOUNDATIONS

story.

OBJECTIVE /

 

 OBJECTIVE / CATEGORY
 Comprehension

 ST ANDARD
 READING

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

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

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
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	24	Identify the text structures within literary and informational texts.
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
OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	28	Identify the narration of a literary text as first person or third person.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		LISTENING
RELATED CONTENT / EXPECTATION	29	Determine the main idea of a text read aloud or information presented in an audible format.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT /	33	Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.

CONTENT / EXPECTATION

LITERACY FOUNDATIONS

closure.

STRAND / DOMAIN

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.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/Effect ive 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		LIT ERACY 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		LIT ERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Determine the explicit or implied main idea and supporting details of a text.
RELATED CONTENT / EXPECTATION	19.b.	Recount or summarize the key ideas from the text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
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
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.
	33	
EXPECTATION STRAND /	33	closure.
EXPECTATION STRAND / DOMAIN OBJECTIVE /	33	closure.
EXPECTATION ST RAND / DOMAIN OBJECT IVE / CAT EGORY	33 36	closure.  LITERACY FOUNDATIONS  Writing
EXPECTATION ST RAND / DOMAIN OBJECTIVE / CATEGORY ST ANDARD RELATED CONTENT /		closure. LIT ERACY FOUNDATIONS Writing WRITING Demonstrate knowledge of the rules of standard English grammar including punctuation,
EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY ST ANDARD RELATED CONTENT / EXPECTATION GRADE	36	closure. LITERACY FOUNDATIONS Writing WRITING Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and

OBJECTIVE / CATEGORY	Writing
STANDARD	WRITING

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

EXPECTATION

## LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
RELATED CONTENT / EXPECTATION	40	Use grade-level and domain-appropriate vocabulary in writing.
GRADE	40.a.	Use specific vocabulary to develop a story.

## The Theft of Thor's Hammer, 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		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

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.

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

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

 CONTENT /
 EXPECTATION

 STRAND /
 LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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

DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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 / LITERACY FOUNDATIONS
DOMAIN

OBJECTIVE / CATEGORY		Comprehension
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 / LITERACY FOUNDATIONS DOMAIN

OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
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	22.d.
EXPECTATION	

Compare and contrast the themes, settings, and plots from two texts.

# STRAND / LITERACY FOUNDATIONS DOMAIN

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

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

STRAND / DOMAIN

## LITERACY FOUNDATIONS

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

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	L
DOMAIN	

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.
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

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 /

LITERACY FOUNDATIONS

DOMAIN

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

STRAND / DOMAIN LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary
STANDARD	14	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.
RELATED CONTENT /	14.a.	Determine meaning of words using synonyms in context.

EXPECTATION

### LITERACY FOUNDATIONS

#### STRAND / DOMAIN

# OBJECT IVE / CATEGORY Vocabulary ST ANDARD 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	15.e.	Sort words with shared and varied suffixes by parts of speech.
CONTENT /		
EXPECTATION		

## STRAND / LITERACY FOUNDATIONS DOMAIN

OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Determine the explicit or implied main idea and supporting details of a text.
RELATED CONTENT / EXPECTATION	19.b.	Recount or summarize the key ideas from the text.

STRAND / DOMAIN

OBJECTIVE / CATEGORY		Comprehension
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 / LITERACY FOUNDATIONS DOMAIN

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

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

## EXPECTATION

# 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.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

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
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
		Tornadoes Alabama Courses of Study Language Arts Grade 3 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		Alabama Courses of Study Language Arts
	R1.	Alabama Courses of Study Language Arts Grade 3 - Adopted: 2021/Effective 2022
OBJECTIVE /		Alabama Courses of Study Language Arts Grade 3 - Adopted: 2021/Effective 2022 RECURRING STANDARDS FOR K-3 Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings,
OBJECTIVE / CATEGORY OBJECTIVE /	R1.	Alabama Courses of Study Language Arts Grade 3 - Adopted: 2021/Effective 2022 RECURRING STANDARDS FOR K-3 Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
DOMAIN OBJECTIVE / CATEGORY OBJECTIVE / OBJECTIVE /	R1. R3.	Alabama Courses of Study Language Art s Grade 3 - Adopted: 2021/Effective 2022 RECURRING STANDARDS FOR K-3 Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. Expand background knowledge and build vocabulary through discussion, reading, and writing.
DOMAIN OBJECTIVE / CATEGORY OBJECTIVE / CATEGORY OBJECTIVE / CATEGORY ST RAND /	R1. R3.	Alabama Courses of Study Language Arts Grade 3 - Adopted: 2021/Effective 2022         RECURRING STANDARDS FOR K-3         Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.         Expand background knowledge and build vocabulary through discussion, reading, and writing.         Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
DOMAIN OBJECTIVE / CATEGORY OBJECTIVE / CATEGORY OBJECTIVE / CATEGORY STRAND / DOMAIN	R1. R3.	Alabama Courses of Study Language Arts Grade 3 - Adopted: 2021/Effective 2022         RECURRING STANDARDS FOR K-3         Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.         Expand background knowledge and build vocabulary through discussion, reading, and writing.         Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.         LITERACY FOUNDATIONS

CONTENT / EXPECTATION

STRAND / DOMAIN

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.

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 / LITERACY FOUNDATIONS DOMAIN

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 / LITERACY FOUNDATIONS DOMAIN

OBJECTIVE / CATEGORY		Fluency
STANDARD	11	Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.
STRAND / DOMAIN		LITERACY FOUNDATIONS

## OBJECTIVE / CATEGORY Vocabulary ST ANDARD 13 Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge. 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.

### 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		Vocabulary
STANDARD		READING
RELATED	16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.

CONTENT / EXPECTATION

STRAND / DOMAIN LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
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 / LITERACY FOUNDATIONS DOMAIN

OBJECTIVE / CATEGORY		Comprehension
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

OBJECTIVE / CATEGORY		Comprehension
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.

OBJECTIVE / CATEGORY		Comprehension
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
OBJECTIVE /		Comprehension

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

STRAND / DOMAIN LITERACY FOUNDATIONS

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

STRAND / DOMAIN

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.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
OBJECTIVE / CATEGORY		Writing

STANDARD		WRITING
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	Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.

GRADE

GRADE

EXPECTATION

EXPECTATION

36.b.

36.d.

Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and

Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary

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.

explain the type of the information it conveys.

measurement, street names, and state names.

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
OBJECTIVE /		Oral Language

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

RELATED 1.a. CONTENT / **EXPECTATION** 

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

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	5	Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using

CONTENT / appropriate volume, clear pronunciation, and standard English grammar. EXPECTATION

STRAND /

LITERACY FOUNDATIONS

DOMAIN

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

STRAND / LITERACY FOUNDATIONS DOMAIN

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

STRAND /	LITERACY FOUNDATIONS
DOMAIN	

OBJECTIVE / CATEGORY		Comprehension
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.

OBJECTIVE / CATEGORY		Comprehension
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.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
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

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

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

#### STRAND / DOMAIN

LITERACY FOUNDATIONS

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

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

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

CONTENT / EXPECTATION

STRAND / DOMAIN

LITERACY FOUNDATIONS

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

EXPECTATION

STRAND /

DOMAIN

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.
		Treasure Map, Part 2
		Alabama Courses of Study
		Language Arts
		Grade 3 - Adopted: 2021/Effective 2022
		Olade J - Adopted. 2021/LifeClive 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
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	34
CONTENT /	
EXPECTATION	

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	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.

## 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.

## 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

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

RELATED 1.a. CONTENT / EXPECTATION

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

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      RELATED
      5
      Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using

      CONTENT /
      appropriate volume, clear pronunciation, and standard English grammar.

      EXPECTATION
      EXPECTATION
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## STRAND /

LITERACY FOUNDATIONS

LITERACY FOUNDATIONS

DOMAIN

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

#### STRAND / DOMAIN

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

STRAND /	LITERACY FOUNDATIONS
DOMAIN	

OBJECTIVE / CATEGORY		Comprehension
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.

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

STANDARD		READING
RELATED CONTENT / EXPECTATION	26	Use text comparisons (text to text, text to self, and text to world) to make meaning.
GRADE	26.a.	Use prior knowledge to determine similarities between texts they are reading and texts they have previously read.

GRADE EXPECTATION

STRAND /

DOMAIN

LITERACY FOUNDATIONS

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

#### STRAND / DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		WRITING
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 /

STANDARD

#### LITERACY FOUNDATIONS

WRITING

DOMAIN

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.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
OBJECTIVE / CATEGORY		Writing

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

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

**OBJECTIVE /** CATEGORY

R5.

LITERACY FOUNDATIONS

## STRAND / DOMAIN

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

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.
	15 0	Cartwords with shared and varied suffixes by parts of spaceb

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

STRAND / DOMAIN

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.

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	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.
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.