

Main Criteria: Adventures in Writing
Secondary Criteria: Indiana Academic Standards
Subject: Language Arts
Grade: 3

Adventures in Writing

Benjamin Franklin's Lightning Rod

Indiana Academic Standards
Language Arts
 Grade 3 - Adopted: 2023

STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	3.RC.5.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)
INDICATOR / STANDARD	3.RC.7.	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
INDICATOR / STANDARD	3.RC.11.	Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.3.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	3.W.3.a.	State the topic, develop a main idea for the introductory paragraph, and group related information together.
EXPECTATION / INDICATOR	3.W.3.b.	Develop the topic with facts and details.

STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.5.	Apply the writing process to–
EXPECTATION / INDICATOR	3.W.5.a.	Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
EXPECTATION / INDICATOR	3.W.5.b.	Use available technology to produce and publish legible documents.

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.6.	Conduct research on a topic.

EXPECTATION / INDICATOR 3.W.6.e. Present the information, choosing from a variety of formats. (E)

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.7.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR 3.W.7.c. Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR 3.W.8.a. Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR 3.W.8.c. Spelling –

INDICATOR 3.W.8.c.II. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing. (E)

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD 3.CC.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. €

INDICATOR / STANDARD	3.CC.2.	Explore ideas under discussion by drawing on readings and other information.
INDICATOR / STANDARD	3.CC.6.	Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner. (E)
INDICATOR / STANDARD	3.CC.7.	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.

Dolphins

**Indiana Academic Standards
Language Arts
Grade 3 - Adopted: 2023**

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students read grade-level text independently and fluently.
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INDICATOR / STANDARD	3.RF.4.	Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). (E)
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STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD	3.RC.5.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)
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INDICATOR / STANDARD	3.RC.7.	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
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INDICATOR / STANDARD	3.RC.11.	Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
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STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	3.W.3.	Write informative compositions on a variety of topics that:
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EXPECTATION / INDICATOR	3.W.3.a.	State the topic, develop a main idea for the introductory paragraph, and group related information together.
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EXPECTATION / INDICATOR	3.W.3.b.	Develop the topic with facts and details.
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EXPECTATION / INDICATOR 3.W.3.e. Provide a concluding statement or section. (E)

STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND

Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.

INDICATOR / STANDARD

3.W.5.

Apply the writing process to–

EXPECTATION / INDICATOR

3.W.5.a.

Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

EXPECTATION / INDICATOR

3.W.5.b.

Use available technology to produce and publish legible documents.

STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND

Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.

INDICATOR / STANDARD

3.W.6.

Conduct research on a topic.

EXPECTATION / INDICATOR

3.W.6.e.

Present the information, choosing from a variety of formats. (E)

STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND

Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.

INDICATOR / STANDARD

3.W.7.

Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR

3.W.7.b.

Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.

EXPECTATION / INDICATOR

3.W.7.c.

Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.

STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND

Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.

INDICATOR / STANDARD

3.W.8.

Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR

3.W.8.a.

Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	3.W.8.c.	Spelling –

INDICATOR 3.W.8.c.II. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing. (E)

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	3.CC.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. €
INDICATOR / STANDARD	3.CC.2.	Explore ideas under discussion by drawing on readings and other information.
INDICATOR / STANDARD	3.CC.6.	Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner. (E)
INDICATOR / STANDARD	3.CC.7.	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.

Hagia Sophia

Indiana Academic Standards
Language Arts
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STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students read grade-level text independently and fluently.
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INDICATOR / STANDARD 3.RF.4. Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). (E)

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD 3.RC.5. Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)

INDICATOR / STANDARD	3.RC.7.	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
INDICATOR / STANDARD	3.RC.11.	Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
INDICATOR / STANDARD	3.RC.12.	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire). (E)

STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.3.	Write informative compositions on a variety of topics that:

EXPECTATION / INDICATOR	3.W.3.a.	State the topic, develop a main idea for the introductory paragraph, and group related information together.
EXPECTATION / INDICATOR	3.W.3.b.	Develop the topic with facts and details.
EXPECTATION / INDICATOR	3.W.3.e.	Provide a concluding statement or section. (E)

STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.5.	Apply the writing process to–

EXPECTATION / INDICATOR	3.W.5.a.	Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
EXPECTATION / INDICATOR	3.W.5.b.	Use available technology to produce and publish legible documents.

STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.6.	Conduct research on a topic.

EXPECTATION / INDICATOR	3.W.6.e.	Present the information, choosing from a variety of formats. (E)
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STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.7.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR	3.W.7.b.	Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.
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EXPECTATION / INDICATOR	3.W.7.c.	Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.
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STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	3.W.8.a.	Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.
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STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	3.W.8.c.	Spelling –
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INDICATOR	3.W.8.c.ii.	Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing. (E)
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STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD	3.CC.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. €
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INDICATOR / STANDARD	3.CC.2.	Explore ideas under discussion by drawing on readings and other information.
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INDICATOR / STANDARD	3.CC.6.	Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner. (E)
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INDICATOR / STANDARD	3.CC.7.	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.
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Indiana Academic Standards
Language Arts
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STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	3.RC.5.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)
INDICATOR / STANDARD	3.RC.7.	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
INDICATOR / STANDARD	3.RC.11.	Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.3.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	3.W.3.a.	State the topic, develop a main idea for the introductory paragraph, and group related information together.
EXPECTATION / INDICATOR	3.W.3.b.	Develop the topic with facts and details.

STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.5.	Apply the writing process to–
EXPECTATION / INDICATOR	3.W.5.a.	Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
EXPECTATION / INDICATOR	3.W.5.b.	Use available technology to produce and publish legible documents.

STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.6.	Conduct research on a topic.

EXPECTATION / INDICATOR 3.W.6.e. Present the information, choosing from a variety of formats. (E)

STANDARD / STRAND Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.

INDICATOR / STANDARD 3.W.7. Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR 3.W.7.c. Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.

STANDARD / STRAND Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.

INDICATOR / STANDARD 3.W.8. Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR 3.W.8.a. Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

STANDARD / STRAND Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.

INDICATOR / STANDARD 3.W.8. Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR 3.W.8.c. Spelling –

INDICATOR 3.W.8.c.II. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing. (E)

STANDARD / STRAND Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.

INDICATOR / STANDARD 3.CC.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. €

INDICATOR / STANDARD 3.CC.2. Explore ideas under discussion by drawing on readings and other information.

INDICATOR / STANDARD 3.CC.6. Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner. (E)

INDICATOR / STANDARD	3.CC.7.	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.
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John Muir

**Indiana Academic Standards
Language Arts
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STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD	3.RC.5.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)
INDICATOR / STANDARD	3.RC.7.	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
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STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	3.W.3.	Write informative compositions on a variety of topics that:
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EXPECTATION / INDICATOR	3.W.3.a.	State the topic, develop a main idea for the introductory paragraph, and group related information together.
EXPECTATION / INDICATOR	3.W.3.b.	Develop the topic with facts and details.
EXPECTATION / INDICATOR	3.W.3.e.	Provide a concluding statement or section. (E)

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	3.W.5.	Apply the writing process to–
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EXPECTATION / INDICATOR	3.W.5.a.	Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
EXPECTATION / INDICATOR	3.W.5.b.	Use available technology to produce and publish legible documents.

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.6.	Conduct research on a topic.

EXPECTATION / INDICATOR 3.W.6.e. Present the information, choosing from a variety of formats. (E)

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EXPECTATION / INDICATOR 3.W.7.c. Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.

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INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR 3.W.8.a. Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
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EXPECTATION / INDICATOR 3.W.8.b. Punctuation –

INDICATOR 3.W.8.b.iii Using commas in locations and addresses, to mark direct speech, and for coordinating adjectives (e.g., a small, red bicycle).

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	3.W.8.c.	Spelling –

INDICATOR 3.W.8.c.II. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing. (E)

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD 3.CC.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. €

INDICATOR / STANDARD 3.CC.2. Explore ideas under discussion by drawing on readings and other information.

INDICATOR / STANDARD 3.CC.6. Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner. (E)

INDICATOR / STANDARD 3.CC.7. Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.

Leif Eriksson

Indiana Academic Standards

Language Arts

Grade 3 - Adopted: 2023

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD 3.RC.5. Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)

INDICATOR / STANDARD 3.RC.7. Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).

INDICATOR / STANDARD 3.RC.11. Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

INDICATOR / STANDARD 3.RC.12. Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire). (E)

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	3.W.3.	Write informative compositions on a variety of topics that:
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EXPECTATION / INDICATOR 3.W.3.a. State the topic, develop a main idea for the introductory paragraph, and group related information together.

EXPECTATION / INDICATOR 3.W.3.b. Develop the topic with facts and details.

EXPECTATION / INDICATOR 3.W.3.e. Provide a concluding statement or section. (E)

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND	Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.	
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INDICATOR / STANDARD	3.W.5.	Apply the writing process to–
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EXPECTATION / INDICATOR 3.W.5.a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

EXPECTATION / INDICATOR 3.W.5.b. Use available technology to produce and publish legible documents.

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND	Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.	
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INDICATOR / STANDARD	3.W.6.	Conduct research on a topic.
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EXPECTATION / INDICATOR 3.W.6.e. Present the information, choosing from a variety of formats. (E)

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND	Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.	
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INDICATOR / STANDARD	3.W.7.	Demonstrate command of English grammar and usage, focusing on:
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EXPECTATION / INDICATOR 3.W.7.b. Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.

EXPECTATION / INDICATOR 3.W.7.c. Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.

STANDARD / STRAND **Grade 3 English/Language Arts**

INDICATOR / STANDARD	3.RC.7.	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
INDICATOR / STANDARD	3.RC.11.	Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.3.	Write informative compositions on a variety of topics that:

EXPECTATION / INDICATOR	3.W.3.a.	State the topic, develop a main idea for the introductory paragraph, and group related information together.
EXPECTATION / INDICATOR	3.W.3.b.	Develop the topic with facts and details.
EXPECTATION / INDICATOR	3.W.3.e.	Provide a concluding statement or section. (E)

STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.5.	Apply the writing process to–

EXPECTATION / INDICATOR	3.W.5.a.	Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
EXPECTATION / INDICATOR	3.W.5.b.	Use available technology to produce and publish legible documents.

STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.6.	Conduct research on a topic.

EXPECTATION / INDICATOR	3.W.6.e.	Present the information, choosing from a variety of formats. (E)
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STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
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STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	3.RC.5.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)
INDICATOR / STANDARD	3.RC.7.	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
INDICATOR / STANDARD	3.RC.10.	Compare and contrast the most important points and key details presented in two texts on the same topic.
INDICATOR / STANDARD	3.RC.11.	Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.3.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	3.W.3.a.	State the topic, develop a main idea for the introductory paragraph, and group related information together.

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.6.	Conduct research on a topic.
EXPECTATION / INDICATOR	3.W.6.d.	Record relevant information in their own words.
EXPECTATION / INDICATOR	3.W.6.e.	Present the information, choosing from a variety of formats. (E)

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.7.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	3.W.7.c.	Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	3.CC.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. €
INDICATOR / STANDARD	3.CC.2.	Explore ideas under discussion by drawing on readings and other information.
INDICATOR / STANDARD	3.CC.6.	Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner. (E)
INDICATOR / STANDARD	3.CC.7.	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.

Mayflower, Part 2

**Indiana Academic Standards
Language Arts
Grade 3 - Adopted: 2023**

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.3.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	3.W.3.a.	State the topic, develop a main idea for the introductory paragraph, and group related information together.
EXPECTATION / INDICATOR	3.W.3.b.	Develop the topic with facts and details.
EXPECTATION / INDICATOR	3.W.3.e.	Provide a concluding statement or section. (E)

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.5.	Apply the writing process to–
EXPECTATION / INDICATOR	3.W.5.a.	Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
EXPECTATION / INDICATOR	3.W.5.b.	Use available technology to produce and publish legible documents.

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.7.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	3.W.7.b.	Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.
EXPECTATION / INDICATOR	3.W.7.c.	Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	3.W.8.a.	Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	3.W.8.c.	Spelling –
INDICATOR	3.W.8.c.II.	Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing. (E)

My Friend, Part 1

Indiana Academic Standards**Language Arts**

Grade 3 - Adopted: 2023

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.3.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	3.W.3.a.	State the topic, develop a main idea for the introductory paragraph, and group related information together.

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.6.	Conduct research on a topic.

EXPECTATION / INDICATOR 3.W.6.e. Present the information, choosing from a variety of formats. (E)

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD 3.CC.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. €

INDICATOR / STANDARD 3.CC.2. Explore ideas under discussion by drawing on readings and other information.

INDICATOR / STANDARD 3.CC.6. Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner. (E)

INDICATOR / STANDARD 3.CC.7. Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.

My Friend, Part 2

Indiana Academic Standards
Language Arts
Grade 3 - Adopted: 2023

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD **3.W.3.** **Write informative compositions on a variety of topics that:**

EXPECTATION / INDICATOR 3.W.3.a. State the topic, develop a main idea for the introductory paragraph, and group related information together.

EXPECTATION / INDICATOR 3.W.3.b. Develop the topic with facts and details.

EXPECTATION / INDICATOR 3.W.3.e. Provide a concluding statement or section. (E)

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
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PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.3.	Write informative compositions on a variety of topics that:

EXPECTATION / INDICATOR 3.W.3.a. State the topic, develop a main idea for the introductory paragraph, and group related information together.

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.6.	Conduct research on a topic.

EXPECTATION / INDICATOR 3.W.6.e. Present the information, choosing from a variety of formats. (E)

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD 3.CC.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. €

INDICATOR / STANDARD 3.CC.2. Explore ideas under discussion by drawing on readings and other information.

INDICATOR / STANDARD 3.CC.6. Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner. (E)

INDICATOR / STANDARD 3.CC.7. Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.

My House, Part 2

**Indiana Academic Standards
Language Arts
Grade 3 - Adopted: 2023**

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.3.	Write informative compositions on a variety of topics that:

EXPECTATION / INDICATOR 3.W.3.a. State the topic, develop a main idea for the introductory paragraph, and group related information together.

EXPECTATION / INDICATOR	3.W.3.b.	Develop the topic with facts and details.
EXPECTATION / INDICATOR	3.W.3.e.	Provide a concluding statement or section. (E)

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.5.	Apply the writing process to–
EXPECTATION / INDICATOR	3.W.5.a.	Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
EXPECTATION / INDICATOR	3.W.5.b.	Use available technology to produce and publish legible documents.

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.7.	Demonstrate command of English grammar and usage, focusing on:
EXPECTATION / INDICATOR	3.W.7.b.	Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.
EXPECTATION / INDICATOR	3.W.7.c.	Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	3.W.8.a.	Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	3.W.8.c.	Spelling –

INDICATOR	3.W.8.c.II.	Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing. (E)
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Nile River, Yangtze River

**Indiana Academic Standards
Language Arts
Grade 3 - Adopted: 2023**

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students read grade-level text independently and fluently.
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INDICATOR / STANDARD	3.RF.4.	Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). (E)
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STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD	3.RC.5.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)
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INDICATOR / STANDARD	3.RC.7.	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
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INDICATOR / STANDARD	3.RC.11.	Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
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STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	3.W.3.	Write informative compositions on a variety of topics that:
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EXPECTATION / INDICATOR	3.W.3.a.	State the topic, develop a main idea for the introductory paragraph, and group related information together.
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STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	3.W.6.	Conduct research on a topic.
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EXPECTATION / INDICATOR	3.W.6.e.	Present the information, choosing from a variety of formats. (E)
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STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	3.CC.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. €
INDICATOR / STANDARD	3.CC.2.	Explore ideas under discussion by drawing on readings and other information.
INDICATOR / STANDARD	3.CC.6.	Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner. (E)
INDICATOR / STANDARD	3.CC.7.	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.
Orchestra and Conductor		

**Indiana Academic Standards
Language Arts
Grade 3 - Adopted: 2023**

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students read grade-level text independently and fluently.
INDICATOR / STANDARD	3.RF.4.	Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). (E)

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	3.RC.5.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)
INDICATOR / STANDARD	3.RC.7.	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
INDICATOR / STANDARD	3.RC.11.	Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.3.	Write informative compositions on a variety of topics that:

EXPECTATION / INDICATOR	3.W.3.a.	State the topic, develop a main idea for the introductory paragraph, and group related information together.
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STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.6.	Conduct research on a topic.

EXPECTATION / INDICATOR	3.W.6.e.	Present the information, choosing from a variety of formats. (E)
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STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD	3.CC.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. €
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INDICATOR / STANDARD	3.CC.2.	Explore ideas under discussion by drawing on readings and other information.
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INDICATOR / STANDARD	3.CC.6.	Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner. (E)
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INDICATOR / STANDARD	3.CC.7.	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.
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Roanoke, Part 1

Indiana Academic Standards

Language Arts

Grade 3 - Adopted: 2023

STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD	3.RC.5.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)
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INDICATOR / STANDARD	3.RC.7.	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
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INDICATOR / STANDARD	3.RC.10.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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INDICATOR / STANDARD	3.RC.11.	Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
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STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.3.	Write informative compositions on a variety of topics that:

EXPECTATION / INDICATOR 3.W.3.a. State the topic, develop a main idea for the introductory paragraph, and group related information together.

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.6.	Conduct research on a topic.

EXPECTATION / INDICATOR 3.W.6.d. Record relevant information in their own words.

EXPECTATION / INDICATOR 3.W.6.e. Present the information, choosing from a variety of formats. (E)

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.7.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR 3.W.7.b. Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.

EXPECTATION / INDICATOR 3.W.7.c. Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	3.CC.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. €
INDICATOR / STANDARD	3.CC.2.	Explore ideas under discussion by drawing on readings and other information.
INDICATOR / STANDARD	3.CC.6.	Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner. (E)

INDICATOR / STANDARD	3.CC.7.	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.
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Roanoke, Part 2

**Indiana Academic Standards
Language Arts
Grade 3 - Adopted: 2023**

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.3.	Write informative compositions on a variety of topics that:

EXPECTATION / INDICATOR	3.W.3.a.	State the topic, develop a main idea for the introductory paragraph, and group related information together.
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EXPECTATION / INDICATOR	3.W.3.b.	Develop the topic with facts and details.
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EXPECTATION / INDICATOR	3.W.3.e.	Provide a concluding statement or section. (E)
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STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.5.	Apply the writing process to–

EXPECTATION / INDICATOR	3.W.5.a.	Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
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EXPECTATION / INDICATOR	3.W.5.b.	Use available technology to produce and publish legible documents.
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STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.7.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR	3.W.7.b.	Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.
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EXPECTATION / INDICATOR	3.W.7.c.	Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.
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STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR 3.W.8.a. Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	3.W.8.c.	Spelling –

INDICATOR 3.W.8.c.II. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing. (E)

Roman Colosseum

**Indiana Academic Standards
Language Arts**

Grade 3 - Adopted: 2023

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	3.RC.5.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)
INDICATOR / STANDARD	3.RC.7.	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
INDICATOR / STANDARD	3.RC.11.	Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.3.	Write informative compositions on a variety of topics that:

EXPECTATION / INDICATOR 3.W.3.a. State the topic, develop a main idea for the introductory paragraph, and group related information together.

EXPECTATION / INDICATOR	3.W.3.b.	Develop the topic with facts and details.
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STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.5.	Apply the writing process to–

EXPECTATION / INDICATOR	3.W.5.a.	Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
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EXPECTATION / INDICATOR	3.W.5.b.	Use available technology to produce and publish legible documents.
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STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.7.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR	3.W.7.c.	Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.
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STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	3.W.8.a.	Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.
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STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	3.CC.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. €
INDICATOR / STANDARD	3.CC.2.	Explore ideas under discussion by drawing on readings and other information.

Roman Hoplite, American Quarter Horse

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	3.RC.5.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)
INDICATOR / STANDARD	3.RC.7.	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
INDICATOR / STANDARD	3.RC.11.	Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.3.	Write informative compositions on a variety of topics that:

EXPECTATION / INDICATOR 3.W.3.a. State the topic, develop a main idea for the introductory paragraph, and group related information together.

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.6.	Conduct research on a topic.

EXPECTATION / INDICATOR 3.W.6.e. Present the information, choosing from a variety of formats. (E)

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.7.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR 3.W.7.b. Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.

EXPECTATION / INDICATOR 3.W.7.c. Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	3.CC.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. €
INDICATOR / STANDARD	3.CC.2.	Explore ideas under discussion by drawing on readings and other information.
INDICATOR / STANDARD	3.CC.6.	Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner. (E)
INDICATOR / STANDARD	3.CC.7.	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.
Rooster, Part 1		

Indiana Academic Standards
Language Arts
Grade 3 - Adopted: 2023

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	3.RC.1.	Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers. (E)
INDICATOR / STANDARD	3.RC.5.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)
INDICATOR / STANDARD	3.RC.7.	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
INDICATOR / STANDARD	3.RC.11.	Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.3.	Write informative compositions on a variety of topics that:

EXPECTATION / INDICATOR 3.W.3.a. State the topic, develop a main idea for the introductory paragraph, and group related information together.

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	3.W.6.	Conduct research on a topic.
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EXPECTATION / INDICATOR 3.W.6.e. Present the information, choosing from a variety of formats. (E)

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.7.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR 3.W.7.b. Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD 3.CC.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. €

INDICATOR / STANDARD 3.CC.2. Explore ideas under discussion by drawing on readings and other information.

INDICATOR / STANDARD 3.CC.6. Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner. (E)

INDICATOR / STANDARD 3.CC.7. Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.

Rooster, Part 2

Indiana Academic Standards
Language Arts
Grade 3 - Adopted: 2023

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.3.	Write informative compositions on a variety of topics that:

EXPECTATION / INDICATOR 3.W.3.a. State the topic, develop a main idea for the introductory paragraph, and group related information together.

EXPECTATION / INDICATOR 3.W.3.b. Develop the topic with facts and details.

EXPECTATION / INDICATOR	3.W.3.e.	Provide a concluding statement or section. (E)
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STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.5.	Apply the writing process to–

EXPECTATION / INDICATOR	3.W.5.a.	Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
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EXPECTATION / INDICATOR	3.W.5.b.	Use available technology to produce and publish legible documents.
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STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.7.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR	3.W.7.b.	Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.
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EXPECTATION / INDICATOR	3.W.7.c.	Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.
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STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	3.W.8.a.	Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.
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STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	3.W.8.c.	Spelling –
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INDICATOR	3.W.8.c.II.	Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing. (E)
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EXPECTATION / INDICATOR 3.W.4.a. Establish an introduction (e.g., situation, narrator, characters).

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.

INDICATOR / STANDARD 3.W.5. Apply the writing process to–

EXPECTATION / INDICATOR 3.W.5.a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

EXPECTATION / INDICATOR 3.W.5.b. Use available technology to produce and publish legible documents.

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.

INDICATOR / STANDARD 3.W.6. Conduct research on a topic.

EXPECTATION / INDICATOR 3.W.6.e. Present the information, choosing from a variety of formats. (E)

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.

INDICATOR / STANDARD 3.W.7. Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR 3.W.7.c. Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.

INDICATOR / STANDARD 3.W.8. Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR 3.W.8.a. Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.

INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	3.W.8.c.	Spelling –

INDICATOR	3.W.8.c.II.	Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing. (E)
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STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND	Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.	
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INDICATOR / STANDARD	3.CC.6.	Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner. (E)
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INDICATOR / STANDARD	3.CC.7.	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.
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The Theft of Thor's Hammer, Part 1

**Indiana Academic Standards
Language Arts
Grade 3 - Adopted: 2023**

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND	Reading Foundations – Learning Outcome: Students read grade-level text independently and fluently.	
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INDICATOR / STANDARD	3.RF.4.	Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). (E)
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STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND	Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.	
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INDICATOR / STANDARD	3.RC.1.	Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers. (E)
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INDICATOR / STANDARD	3.RC.2.	Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. (E)
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INDICATOR / STANDARD	3.RC.3.	Describe characters in a story (e.g., their traits, motivations, or feelings), and explain how their actions contribute to the plot.
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INDICATOR / STANDARD	3.RC.4.	Distinguish personal point of view from that of the narrator or those of the characters.
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INDICATOR / STANDARD	3.RC.7.	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
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INDICATOR / STANDARD	3.RC.11.	Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
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STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.4.	Write narrative compositions in a variety of forms that:

EXPECTATION / INDICATOR	3.W.4.a.	Establish an introduction (e.g., situation, narrator, characters).
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STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.6.	Conduct research on a topic.

EXPECTATION / INDICATOR	3.W.6.e.	Present the information, choosing from a variety of formats. (E)
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STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.7.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR	3.W.7.c.	Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.
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STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD	3.CC.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. €
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INDICATOR / STANDARD	3.CC.2.	Explore ideas under discussion by drawing on readings and other information.
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INDICATOR / STANDARD	3.CC.6.	Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner. (E)
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INDICATOR / STANDARD	3.CC.7.	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.
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The Theft of Thor's Hammer, Part 2

Indiana Academic Standards
Language Arts
Grade 3 - Adopted: 2023

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Foundations – Learning Outcome: Students read grade-level text independently and fluently.
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INDICATOR / STANDARD	3.RF.4.	Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). (E)
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STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD	3.RC.1.	Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers. (E)
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INDICATOR / STANDARD	3.RC.2.	Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. (E)
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INDICATOR / STANDARD	3.RC.12.	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire). (E)
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STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	3.W.4.	Write narrative compositions in a variety of forms that:
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EXPECTATION / INDICATOR	3.W.4.a.	Establish an introduction (e.g., situation, narrator, characters).
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STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD	3.W.5.	Apply the writing process to–
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EXPECTATION / INDICATOR	3.W.5.a.	Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
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EXPECTATION / INDICATOR 3.W.5.b. Use available technology to produce and publish legible documents.

STANDARD / STRAND Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.6.	Conduct research on a topic.

EXPECTATION / INDICATOR 3.W.6.e. Present the information, choosing from a variety of formats. (E)

STANDARD / STRAND Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.7.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR 3.W.7.b. Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.

EXPECTATION / INDICATOR 3.W.7.c. Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.

STANDARD / STRAND Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR 3.W.8.a. Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

STANDARD / STRAND Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR 3.W.8.c. Spelling –

INDICATOR 3.W.8.c.ii. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing. (E)

STANDARD / STRAND Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.4.	Write narrative compositions in a variety of forms that:

EXPECTATION / INDICATOR 3.W.4.b. Include specific descriptive details and clear event sequences.

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.5.	Apply the writing process to–

EXPECTATION / INDICATOR 3.W.5.a. Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

EXPECTATION / INDICATOR 3.W.5.b. Use available technology to produce and publish legible documents.

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.6.	Conduct research on a topic.

EXPECTATION / INDICATOR 3.W.6.e. Present the information, choosing from a variety of formats. (E)

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.7.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR 3.W.7.c. Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR 3.W.8.a. Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	3.W.8.c.	Spelling –

INDICATOR 3.W.8.c.II. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing. (E)

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	3.CC.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. €
INDICATOR / STANDARD	3.CC.2.	Explore ideas under discussion by drawing on readings and other information.
INDICATOR / STANDARD	3.CC.6.	Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner. (E)
INDICATOR / STANDARD	3.CC.7.	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.

Treasure Map, Part 1

Indiana Academic Standards**Language Arts**

Grade 3 - Adopted: 2023

STANDARD / STRAND**Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
INDICATOR / STANDARD	3.RC.1.	Ask and answer questions to demonstrate comprehension of a text, referring explicitly to the text as the basis for the answers. (E)
INDICATOR / STANDARD	3.RC.5.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)
INDICATOR / STANDARD	3.RC.7.	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
INDICATOR / STANDARD	3.RC.8.	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. (E)

INDICATOR / STANDARD	3.RC.11.	Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
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STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.3.	Write informative compositions on a variety of topics that:

EXPECTATION / INDICATOR	3.W.3.a.	State the topic, develop a main idea for the introductory paragraph, and group related information together.
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STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.6.	Conduct research on a topic.

EXPECTATION / INDICATOR	3.W.6.e.	Present the information, choosing from a variety of formats. (E)
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STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
INDICATOR / STANDARD	3.CC.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. €
INDICATOR / STANDARD	3.CC.2.	Explore ideas under discussion by drawing on readings and other information.
INDICATOR / STANDARD	3.CC.6.	Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner. (E)
INDICATOR / STANDARD	3.CC.7.	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.

Treasure Map, Part 2

Indiana Academic Standards

Language Arts

Grade 3 - Adopted: 2023

STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
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PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	3.W.8.c.	Spelling –

INDICATOR 3.W.8.c.II. Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing. (E)

William Penn, Part 1

**Indiana Academic Standards
Language Arts
Grade 3 - Adopted: 2023**

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
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INDICATOR / STANDARD 3.RC.5. Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)

INDICATOR / STANDARD 3.RC.7. Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).

INDICATOR / STANDARD 3.RC.10. Compare and contrast the most important points and key details presented in two texts on the same topic.

INDICATOR / STANDARD 3.RC.11. Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD 3.W.3. Write informative compositions on a variety of topics that:

EXPECTATION / INDICATOR 3.W.3.a. State the topic, develop a main idea for the introductory paragraph, and group related information together.

STANDARD / STRAND **Grade 3 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
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INDICATOR / STANDARD 3.W.6. Conduct research on a topic.

EXPECTATION / INDICATOR 3.W.6.d. Record relevant information in their own words.

EXPECTATION / INDICATOR	3.W.6.e.	Present the information, choosing from a variety of formats. (E)
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STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.7.	Demonstrate command of English grammar and usage, focusing on:

EXPECTATION / INDICATOR	3.W.7.b.	Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.
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EXPECTATION / INDICATOR	3.W.7.c.	Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is being modified, and explaining their functions in the sentence.
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STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.
INDICATOR / STANDARD	3.W.8.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:

EXPECTATION / INDICATOR	3.W.8.a.	Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.
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STANDARD / STRAND

Grade 3 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively listen and participate in discussions using details and answering questions.
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INDICATOR / STANDARD	3.CC.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. €
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INDICATOR / STANDARD	3.CC.2.	Explore ideas under discussion by drawing on readings and other information.
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INDICATOR / STANDARD	3.CC.6.	Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas chronologically using major points of information. Use appropriate facts and relevant, descriptive details, speaking at an understandable pace in a clear and concise manner. (E)
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INDICATOR / STANDARD	3.CC.7.	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.
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William Penn, Part 2

Indiana Academic Standards

Language Arts

Grade 3 - Adopted: 2023

STANDARD / STRAND

Grade 3 English/Language Arts

