

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

Adventures in Writing

Benjamin Franklin's Lightning Rod

Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019

STRAND Reading Foundational Skills—Grade 3

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.3.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

EXPECTATION RF.3.4.a. Read grade-level text with purpose and understanding.

EXPECTATION RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION RI.3.2. Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION RI.3.4. Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION RI.3.5. Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Integration of Knowledge and Ideas
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STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
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EXPECTATION	RI.3.7.	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
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STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
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EXPECTATION	RI.3.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
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INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
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EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.
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INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR	C.3.2.b.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	C.3.2.c.	Develop the topic with facts, definitions and details.
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INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
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EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
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INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.

EXPECTATION	C.3.4.	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION	C.3.6.	Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.3.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

EXPECTATION	L.3.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
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INDICATOR	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
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STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

EXPECTATION	L.3.2.	When writing:
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INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
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INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency words where suffixes are added to base words.
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INDICATOR	L.3.2.f.	Use spelling patterns and generalizations in writing words.
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STRAND Language—Grade 3

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.3.3.a.	Choose words and phrases for effect.
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STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
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Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019

STRAND Reading Foundational Skills—Grade 3

CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION	RF.3.3.a.	Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.
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STRAND Reading Foundational Skills—Grade 3

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.3.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

EXPECTATION RF.3.4.a. Read grade-level text with purpose and understanding.

EXPECTATION RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION RI.3.2. Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION RI.3.4. Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION RI.3.5. Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION RI.3.7. Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.3.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.
INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.3.2.b.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	C.3.2.c.	Develop the topic with facts, definitions and details.
INDICATOR	C.3.2.f.	Provide a concluding section.
INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.

EXPECTATION	C.3.4.	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION	C.3.6.	Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.3.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

EXPECTATION	L.3.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
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INDICATOR	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
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INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.
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STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

EXPECTATION	L.3.2.	When writing:
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INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
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INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency words where suffixes are added to base words.
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INDICATOR	L.3.2.f.	Use spelling patterns and generalizations in writing words.
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STRAND **Language—Grade 3**

CATEGORY / GOAL		Knowledge of Language
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STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR L.3.3.a. Choose words and phrases for effect.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

EXPECTATION L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

INDICATOR L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

INDICATOR L.3.4.b. Determine the meaning of the new word formed when a known affix is added to a known word.

INDICATOR L.3.4.e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR L.3.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context.

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**Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019**

STRAND Reading Foundational Skills—Grade 3

CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION RF.3.3.a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.

STRAND Reading Foundational Skills—Grade 3

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.3.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

EXPECTATION	RF.3.4.a.	Read grade-level text with purpose and understanding.
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EXPECTATION	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION	RI.3.2.	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RI.3.4.	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION	RI.3.5.	Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION	RI.3.7.	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.3.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.
INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.3.2.b.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	C.3.2.c.	Develop the topic with facts, definitions and details.
INDICATOR	C.3.2.f.	Provide a concluding section.
INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.3.4.	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION C.3.6. Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.3.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

EXPECTATION L.3.1. **When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.**

INDICATOR L.3.1.a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.

INDICATOR L.3.1.d. Form and use regular and irregular verbs.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

EXPECTATION L.3.2. **When writing:**

INDICATOR L.3.2.a. Capitalize appropriate words in titles.

INDICATOR L.3.2.e. Use conventional spelling for high-frequency words where suffixes are added to base words.

INDICATOR L.3.2.f. Use spelling patterns and generalizations in writing words.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
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INDICATOR	L.3.3.a.	Choose words and phrases for effect.
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STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
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STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
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EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
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INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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INDICATOR	L.3.4.b.	Determine the meaning of the new word formed when a known affix is added to a known word.
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INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
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STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
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EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
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INDICATOR	L.3.5.b.	Demonstrate understanding of words by relating them to their synonyms and antonyms.
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Hannibal's War

Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019

STRAND Reading Foundational Skills—Grade 3

CATEGORY / GOAL		Fluency
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STANDARD / ORGANIZER	RF.3.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
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EXPECTATION	RF.3.4.a.	Read grade-level text with purpose and understanding.
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EXPECTATION	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Key Ideas and Details
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STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
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EXPECTATION RI.3.2. Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Craft and Structure
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STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
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EXPECTATION RI.3.4. Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Craft and Structure
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STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
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EXPECTATION RI.3.5. Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Integration of Knowledge and Ideas
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STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
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EXPECTATION RI.3.7. Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
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STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
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EXPECTATION RI.3.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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EXPECTATION C.3.1. Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.

INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND

Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.
INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.3.2.b.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	C.3.2.c.	Develop the topic with facts, definitions and details.
INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND

Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND

Composition—Grade 3

CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.3.4.	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND

Composition—Grade 3

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.3.6.	Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.3.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

EXPECTATION L.3.1. **When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.**

INDICATOR L.3.1.a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

EXPECTATION L.3.2. **When writing:**

INDICATOR L.3.2.a. Capitalize appropriate words in titles.

INDICATOR L.3.2.e. Use conventional spelling for high-frequency words where suffixes are added to base words.

INDICATOR L.3.2.f. Use spelling patterns and generalizations in writing words.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION L.3.3. **Use knowledge of language and its conventions when writing, speaking, reading or listening.**

INDICATOR L.3.3.a. Choose words and phrases for effect.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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STRAND **Language—Grade 3**

CATEGORY / GOAL		Vocabulary Acquisition and Use
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STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
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EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
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John Muir

**Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019**

STRAND **Reading Foundational Skills—Grade 3**

CATEGORY / GOAL		Fluency
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STANDARD / ORGANIZER	RF.3.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
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EXPECTATION	RF.3.4.a.	Read grade-level text with purpose and understanding.
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EXPECTATION	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Key Ideas and Details
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STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
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EXPECTATION	RI.3.2.	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Craft and Structure
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STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
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EXPECTATION	RI.3.4.	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION	RI.3.5.	Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION	RI.3.7.	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.3.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
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INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.
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INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR	C.3.2.b.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	C.3.2.c.	Develop the topic with facts, definitions and details.
INDICATOR	C.3.2.f.	Provide a concluding section.
INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.3.4.	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.3.6.	Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.3.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

EXPECTATION	L.3.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.

STRAND Language—Grade 3

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.3.2.	When writing:
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.b.	Use commas in addresses.
INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency words where suffixes are added to base words.
INDICATOR	L.3.2.f.	Use spelling patterns and generalizations in writing words.

STRAND Language—Grade 3

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
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STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.

Leif Eriksson

Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019

STRAND **Reading Foundational Skills—Grade 3**

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.3.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

EXPECTATION RF.3.4.a. Read grade-level text with purpose and understanding.

EXPECTATION RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION RI.3.2. Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION RI.3.4. Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.

STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION RI.3.5. Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.

STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Integration of Knowledge and Ideas
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STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
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EXPECTATION	RI.3.7.	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
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STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
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EXPECTATION	RI.3.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
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INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
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EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.
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INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR	C.3.2.b.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	C.3.2.c.	Develop the topic with facts, definitions and details.
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INDICATOR	C.3.2.f.	Provide a concluding section.
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INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
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EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
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INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Production and Distribution
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STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
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EXPECTATION	C.3.4.	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Research to Build and Present Knowledge
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STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
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EXPECTATION	C.3.6.	Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
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STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
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EXPECTATION	C.3.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
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STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
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EXPECTATION	L.3.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
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INDICATOR	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
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INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.
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INDICATOR	L.3.1.f.	Ensure subject-verb and pronoun-antecedent agreement.
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STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
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STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.3.2.	When writing:
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency words where suffixes are added to base words.
INDICATOR	L.3.2.f.	Use spelling patterns and generalizations in writing words.

STRAND Language—Grade 3

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
INDICATOR	L.3.5.b.	Demonstrate understanding of words by relating them to their synonyms and antonyms.

Magnets

STRAND **Reading Foundational Skills—Grade 3**

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.3.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

EXPECTATION RF.3.4.a. Read grade-level text with purpose and understanding.

EXPECTATION RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION RI.3.2. Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION RI.3.4. Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.

STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION RI.3.5. Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.

STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION RI.3.7. Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.

STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
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STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
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EXPECTATION	RI.3.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
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INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
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EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.
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INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR	C.3.2.b.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	C.3.2.c.	Develop the topic with facts, definitions and details.
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INDICATOR	C.3.2.f.	Provide a concluding section.
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INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
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EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
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INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Production and Distribution
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STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
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EXPECTATION C.3.4. With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Research to Build and Present Knowledge
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STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
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EXPECTATION C.3.6. Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
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STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
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EXPECTATION C.3.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
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STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
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EXPECTATION	L.3.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
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INDICATOR L.3.1.a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.

INDICATOR L.3.1.d. Form and use regular and irregular verbs.

INDICATOR L.3.1.f. Ensure subject-verb and pronoun-antecedent agreement.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
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STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
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EXPECTATION	L.3.2.	When writing:
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INDICATOR L.3.2.a. Capitalize appropriate words in titles.

INDICATOR L.3.2.e. Use conventional spelling for high-frequency words where suffixes are added to base words.

INDICATOR L.3.2.f. Use spelling patterns and generalizations in writing words.

STRAND Language—Grade 3

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.

Mayflower, Part 1

Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019

STRAND Reading Foundational Skills—Grade 3

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.3.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.3.4.a.	Read grade-level text with purpose and understanding.

EXPECTATION	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION RI.3.2. Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION RI.3.4. Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION RI.3.5. Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION RI.3.7. Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

EXPECTATION RI.3.9. Explain the relationship between information from two or more texts on the same theme or topic.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION RI.3.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.
INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.3.2.c.	Develop the topic with facts, definitions and details.
INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.3.6.	Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
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STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
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EXPECTATION C.3.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND Language—Grade 3

CATEGORY / GOAL		Conventions of Standard English
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STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
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EXPECTATION	L.3.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
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INDICATOR L.3.1.a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.

STRAND Language—Grade 3

CATEGORY / GOAL		Knowledge of Language
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STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
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INDICATOR L.3.3.a. Choose words and phrases for effect.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
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STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
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EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
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INDICATOR L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

INDICATOR L.3.4.e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
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STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
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EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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INDICATOR L.3.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context.

Language Arts
Grade 3 - Adopted: 2019

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.

INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.

INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR	C.3.2.b.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	C.3.2.c.	Develop the topic with facts, definitions and details.
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INDICATOR	C.3.2.f.	Provide a concluding section.
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INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.

INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.

EXPECTATION	C.3.4.	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.3.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

EXPECTATION	L.3.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
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INDICATOR	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
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INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.
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INDICATOR	L.3.1.f.	Ensure subject-verb and pronoun-antecedent agreement.
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STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

EXPECTATION	L.3.2.	When writing:
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INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
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INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency words where suffixes are added to base words.
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INDICATOR	L.3.2.f.	Use spelling patterns and generalizations in writing words.
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STRAND **Language—Grade 3**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
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INDICATOR	L.3.3.a.	Choose words and phrases for effect.
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STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

My Friend, Part 1

**Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019**

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RI.3.4.	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.

STRAND Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.
INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.3.2.b.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	C.3.2.c.	Develop the topic with facts, definitions and details.

INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.

INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.3.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 3**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.3.3.a.	Choose words and phrases for effect.
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STRAND **Language—Grade 3**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.

INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.

INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR	C.3.2.b.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	C.3.2.c.	Develop the topic with facts, definitions and details.
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INDICATOR	C.3.2.f.	Provide a concluding section.
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INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.

INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.

EXPECTATION	C.3.4.	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.3.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND Language—Grade 3

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

EXPECTATION L.3.1. When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

INDICATOR L.3.1.a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.

INDICATOR L.3.1.d. Form and use regular and irregular verbs.

STRAND Language—Grade 3

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

EXPECTATION L.3.2. When writing:

INDICATOR L.3.2.a. Capitalize appropriate words in titles.

INDICATOR L.3.2.e. Use conventional spelling for high-frequency words where suffixes are added to base words.

INDICATOR L.3.2.f. Use spelling patterns and generalizations in writing words.

STRAND Language—Grade 3

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION L.3.3. Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR L.3.3.a. Choose words and phrases for effect.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

My House, Part 1

Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RI.3.4.	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.
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STRAND Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
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INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.
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INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR	C.3.2.b.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	C.3.2.c.	Develop the topic with facts, definitions and details.
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INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.3.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 3**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
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INDICATOR	L.3.3.a.	Choose words and phrases for effect.
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STRAND **Language—Grade 3**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
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INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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My House, Part 2

**Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019**

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
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INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
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EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.
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INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR	C.3.2.b.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	C.3.2.c.	Develop the topic with facts, definitions and details.
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INDICATOR	C.3.2.f.	Provide a concluding section.
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INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
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EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
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INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Production and Distribution
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STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
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EXPECTATION	C.3.4.	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
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STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
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EXPECTATION	C.3.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND Language—Grade 3

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.3.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.

STRAND Language—Grade 3

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.3.2.	When writing:
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency words where suffixes are added to base words.
INDICATOR	L.3.2.f.	Use spelling patterns and generalizations in writing words.

STRAND Language—Grade 3

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Nile River, Yangtze River

STRAND **Reading Foundational Skills—Grade 3**

CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION RF.3.3.a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.

STRAND **Reading Foundational Skills—Grade 3**

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.3.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

EXPECTATION RF.3.4.a. Read grade-level text with purpose and understanding.

EXPECTATION RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION RI.3.2. Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION RI.3.4. Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.

STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION RI.3.5. Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.

STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Integration of Knowledge and Ideas
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STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
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EXPECTATION RI.3.7. Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
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STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
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EXPECTATION RI.3.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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EXPECTATION C.3.1. Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.

INDICATOR C.3.1.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
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EXPECTATION C.3.3. Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.

INDICATOR C.3.3.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND Composition—Grade 3

CATEGORY / GOAL		Research to Build and Present Knowledge
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STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
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EXPECTATION C.3.6. Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.

STRAND Language—Grade 3

CATEGORY / GOAL		Conventions of Standard English
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STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
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EXPECTATION	L.3.2.	When writing:
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INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency words where suffixes are added to base words.
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STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
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STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
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EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
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INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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INDICATOR	L.3.4.b.	Determine the meaning of the new word formed when a known affix is added to a known word.
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INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
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STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
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EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
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Orchestra and Conductor

**Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019**

STRAND Reading Foundational Skills—Grade 3

CATEGORY / GOAL		Phonics and Word Recognition
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STANDARD / ORGANIZER	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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EXPECTATION	RF.3.3.a.	Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.
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STRAND Reading Foundational Skills—Grade 3

CATEGORY / GOAL		Fluency
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STANDARD / ORGANIZER	RF.3.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
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EXPECTATION	RF.3.4.a.	Read grade-level text with purpose and understanding.
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EXPECTATION RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION RI.3.2. Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION RI.3.4. Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION RI.3.5. Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION RI.3.7. Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION RI.3.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.3.6.	Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.3.2.	When writing:
INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency words where suffixes are added to base words.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	L.3.4.b.	Determine the meaning of the new word formed when a known affix is added to a known word.

INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
STRAND Language—Grade 3		
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
Roanoke, Part 1		

**Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019**

STRAND Reading Foundational Skills—Grade 3		
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.3.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.3.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND Reading Standards for Informational Text—Grade 3		
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.3.2.	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

STRAND Reading Standards for Informational Text—Grade 3		
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RI.3.4.	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.

STRAND Reading Standards for Informational Text—Grade 3		
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION	RI.3.5.	Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION	RI.3.7.	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

EXPECTATION	RI.3.9.	Explain the relationship between information from two or more texts on the same theme or topic.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.3.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
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INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.
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INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR	C.3.2.c.	Develop the topic with facts, definitions and details.
INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.

INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION	C.3.6.	Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.3.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.3.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

INDICATOR	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
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INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.
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STRAND **Language—Grade 3**

CATEGORY / GOAL		Knowledge of Language
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STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.

Roanoke, Part 2

**Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019**

STRAND Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.
INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.3.2.b.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	C.3.2.c.	Develop the topic with facts, definitions and details.
INDICATOR	C.3.2.f.	Provide a concluding section.
INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.3.4.	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.3.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.3.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

INDICATOR	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
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INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.
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STRAND Language—Grade 3

CATEGORY / GOAL		Conventions of Standard English
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STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
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EXPECTATION	L.3.2.	When writing:
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INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
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INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency words where suffixes are added to base words.
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INDICATOR	L.3.2.f.	Use spelling patterns and generalizations in writing words.
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STRAND Language—Grade 3

CATEGORY / GOAL		Knowledge of Language
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STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
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INDICATOR	L.3.3.a.	Choose words and phrases for effect.
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STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
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STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
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EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
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INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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Roman Colosseum

Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019

STRAND Reading Foundational Skills—Grade 3

CATEGORY / GOAL		Fluency
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STANDARD / ORGANIZER	RF.3.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
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EXPECTATION	RF.3.4.a.	Read grade-level text with purpose and understanding.
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EXPECTATION	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION	RI.3.2.	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RI.3.4.	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION	RI.3.7.	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.3.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
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INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.
INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.3.2.b.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	C.3.2.c.	Develop the topic with facts, definitions and details.
INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.3.4.	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.3.6.	Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
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STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
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EXPECTATION C.3.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND Language—Grade 3

CATEGORY / GOAL		Conventions of Standard English
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STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
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EXPECTATION	L.3.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
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INDICATOR L.3.1.a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.

STRAND Language—Grade 3

CATEGORY / GOAL		Conventions of Standard English
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STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
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EXPECTATION	L.3.2.	When writing:
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INDICATOR L.3.2.a. Capitalize appropriate words in titles.

STRAND Language—Grade 3

CATEGORY / GOAL		Knowledge of Language
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STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
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INDICATOR L.3.3.a. Choose words and phrases for effect.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
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STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
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EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
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INDICATOR L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

INDICATOR L.3.4.e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR L.3.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context.

Roman Hoplite, American Quarter Horse

**Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019**

STRAND Reading Foundational Skills—Grade 3

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.3.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

EXPECTATION RF.3.4.a. Read grade-level text with purpose and understanding.

EXPECTATION RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION RI.3.2. Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION RI.3.4. Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION RI.3.5. Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION RI.3.7. Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION RI.3.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION C.3.1. **Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.**

INDICATOR C.3.1.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

EXPECTATION C.3.3. **Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.**

INDICATOR C.3.3.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND Composition—Grade 3

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION C.3.6. Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.

STRAND Language—Grade 3

CATEGORY / GOAL		Conventions of Standard English
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STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.3.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.

Rooster, Part 1

Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019

STRAND Reading Foundational Skills—Grade 3

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.3.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.3.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Key Ideas and Details
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STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
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EXPECTATION RI.3.1. Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Key Ideas and Details
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STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
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EXPECTATION RI.3.2. Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Craft and Structure
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STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
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EXPECTATION RI.3.4. Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Craft and Structure
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STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
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EXPECTATION RI.3.5. Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Integration of Knowledge and Ideas
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STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
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EXPECTATION RI.3.7. Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
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STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
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EXPECTATION RI.3.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.

INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.

INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR	C.3.2.c.	Develop the topic with facts, definitions and details.
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INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.

INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.3.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

EXPECTATION	L.3.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.

Rooster, Part 2

Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
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INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
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EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.
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INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR	C.3.2.b.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	C.3.2.c.	Develop the topic with facts, definitions and details.
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INDICATOR	C.3.2.f.	Provide a concluding section.
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INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
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EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
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INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Production and Distribution
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STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
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EXPECTATION	C.3.4.	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
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STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
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EXPECTATION	C.3.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND Language—Grade 3

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.3.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.

STRAND Language—Grade 3

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.3.2.	When writing:
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency words where suffixes are added to base words.
INDICATOR	L.3.2.f.	Use spelling patterns and generalizations in writing words.

STRAND Language—Grade 3

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

**Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019**

STRAND Reading Foundational Skills—Grade 3

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.3.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

EXPECTATION RF.3.4.a. Read grade-level text with purpose and understanding.

EXPECTATION RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND Reading Standards for Literature—Grade 3

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION RL.3.1. Ask and answer questions, and make and support logical inferences to construct meaning from the text.

STRAND Reading Standards for Literature—Grade 3

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

EXPECTATION RL.3.2. Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.

STRAND Reading Standards for Literature—Grade 3

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION RL.3.3. Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.

STRAND Reading Standards for Literature—Grade 3

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.

STRAND **Reading Standards for Literature—Grade 3**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION RL.3.5. Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.

STRAND **Reading Standards for Literature—Grade 3**

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION RL.3.7. Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.

STRAND **Reading Standards for Literature—Grade 3**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION RL.3.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION C.3.1. **Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.**

INDICATOR C.3.1.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

EXPECTATION C.3.2. **Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.**

INDICATOR C.3.2.a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

INDICATOR C.3.2.g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
INDICATOR	C.3.3.b.	Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.
INDICATOR	C.3.3.c.	Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.3.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.3.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.

The Fox and the Crow, Part 2

Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 3

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RL.3.1.	Ask and answer questions, and make and support logical inferences to construct meaning from the text.

STRAND Reading Standards for Literature—Grade 3

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.
EXPECTATION	RL.3.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

STRAND Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.

INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
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INDICATOR	C.3.3.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR	C.3.3.b.	Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.
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INDICATOR	C.3.3.c.	Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
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INDICATOR	C.3.3.d.	Use temporal words and phrases to signal event order.
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INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.

EXPECTATION	C.3.4.	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.3.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

EXPECTATION	L.3.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
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INDICATOR	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
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STRAND Language—Grade 3

CATEGORY / GOAL		Conventions of Standard English
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STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
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EXPECTATION	L.3.2.	When writing:
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INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
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INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency words where suffixes are added to base words.
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INDICATOR	L.3.2.f.	Use spelling patterns and generalizations in writing words.
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STRAND Language—Grade 3

CATEGORY / GOAL		Knowledge of Language
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STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
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INDICATOR	L.3.3.a.	Choose words and phrases for effect.
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STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
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STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
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EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
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INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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The Theft of Thor's Hammer, Part 1

Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019

STRAND Reading Foundational Skills—Grade 3

CATEGORY / GOAL		Phonics and Word Recognition
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STANDARD / ORGANIZER	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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EXPECTATION	RF.3.3.a.	Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.
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STRAND **Reading Foundational Skills—Grade 3**

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.3.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

EXPECTATION	RF.3.4.a.	Read grade-level text with purpose and understanding.
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EXPECTATION	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **Reading Standards for Literature—Grade 3**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	RL.3.1.	Ask and answer questions, and make and support logical inferences to construct meaning from the text.
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STRAND **Reading Standards for Literature—Grade 3**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

EXPECTATION	RL.3.2.	Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.
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STRAND **Reading Standards for Literature—Grade 3**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION	RL.3.3.	Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.
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STRAND **Reading Standards for Literature—Grade 3**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.
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STRAND **Reading Standards for Literature—Grade 3**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION RL.3.5. Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.

STRAND Reading Standards for Literature—Grade 3

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION RL.3.7. Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.

STRAND Reading Standards for Literature—Grade 3

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION RL.3.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

STRAND Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION C.3.1. Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.

INDICATOR C.3.1.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

EXPECTATION C.3.2. Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.

INDICATOR C.3.2.a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

INDICATOR C.3.2.g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
INDICATOR	C.3.3.b.	Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.
INDICATOR	C.3.3.c.	Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.3.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.3.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.3.2.	When writing:
INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency words where suffixes are added to base words.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	L.3.4.b.	Determine the meaning of the new word formed when a known affix is added to a known word.
INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.

The Theft of Thor's Hammer, Part 2

**Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019**

STRAND **Reading Foundational Skills—Grade 3**

CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.3.3.a.	Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.

STRAND **Reading Standards for Literature—Grade 3**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RL.3.1.	Ask and answer questions, and make and support logical inferences to construct meaning from the text.

STRAND **Reading Standards for Literature—Grade 3**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.
EXPECTATION	RL.3.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.

INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.
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INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
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INDICATOR	C.3.3.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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INDICATOR	C.3.3.b.	Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.
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INDICATOR	C.3.3.c.	Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
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INDICATOR	C.3.3.d.	Use temporal words and phrases to signal event order.
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INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.

EXPECTATION	C.3.4.	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.3.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

EXPECTATION L.3.1. **When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.**

INDICATOR L.3.1.a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.

INDICATOR L.3.1.d. Form and use regular and irregular verbs.

INDICATOR L.3.1.f. Ensure subject-verb and pronoun-antecedent agreement.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

EXPECTATION L.3.2. **When writing:**

INDICATOR L.3.2.a. Capitalize appropriate words in titles.

INDICATOR L.3.2.e. Use conventional spelling for high-frequency words where suffixes are added to base words.

INDICATOR L.3.2.f. Use spelling patterns and generalizations in writing words.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION L.3.3. **Use knowledge of language and its conventions when writing, speaking, reading or listening.**

INDICATOR L.3.3.a. Choose words and phrases for effect.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Vocabulary Acquisition and Use
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STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.3.4.b.	Determine the meaning of the new word formed when a known affix is added to a known word.
INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.b.	Demonstrate understanding of words by relating them to their synonyms and antonyms.

Tornadoes

**Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019**

STRAND **Reading Foundational Skills—Grade 3**

CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.3.3.a.	Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.

STRAND **Reading Foundational Skills—Grade 3**

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.3.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.3.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.3.2.	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION RI.3.4. Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.

STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION RI.3.5. Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.

STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION RI.3.7. Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.

STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION RI.3.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION C.3.1. **Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.**

INDICATOR C.3.1.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.
INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.3.2.b.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	C.3.2.c.	Develop the topic with facts, definitions and details.
INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
INDICATOR	C.3.3.c.	Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.3.4.	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.3.6.	Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
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STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
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EXPECTATION C.3.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND Language—Grade 3

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

EXPECTATION L.3.1. When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

INDICATOR L.3.1.a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.

STRAND Language—Grade 3

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

EXPECTATION L.3.2. When writing:

INDICATOR L.3.2.a. Capitalize appropriate words in titles.

INDICATOR L.3.2.e. Use conventional spelling for high-frequency words where suffixes are added to base words.

INDICATOR L.3.2.f. Use spelling patterns and generalizations in writing words.

STRAND Language—Grade 3

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION L.3.3. Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR L.3.3.a. Choose words and phrases for effect.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

EXPECTATION L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

INDICATOR L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

INDICATOR	L.3.4.b.	Determine the meaning of the new word formed when a known affix is added to a known word.
INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.

Treasure Map, Part 1

Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019

STRAND Reading Foundational Skills—Grade 3

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.3.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
EXPECTATION	RF.3.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	RI.3.1.	Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.3.2.	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RI.3.4.	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION	RI.3.5.	Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION	RI.3.7.	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.3.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
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INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.
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INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.3.2.c.	Develop the topic with facts, definitions and details.
INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.3.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.

Treasure Map, Part 2

Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019

STRAND Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.
INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.3.2.b.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	C.3.2.c.	Develop the topic with facts, definitions and details.
INDICATOR	C.3.2.f.	Provide a concluding section.
INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND Composition—Grade 3

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
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INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Production and Distribution
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STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
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EXPECTATION	C.3.4.	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
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STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
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EXPECTATION	C.3.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
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STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
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EXPECTATION	L.3.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
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INDICATOR	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
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INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.
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STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
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STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
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EXPECTATION	L.3.2.	When writing:
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INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
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INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency words where suffixes are added to base words.
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INDICATOR	L.3.2.f.	Use spelling patterns and generalizations in writing words.
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STRAND **Language—Grade 3**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR L.3.3.a. Choose words and phrases for effect.

STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

INDICATOR L.3.4.e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

William Penn, Part 1

**Kentucky Academic Standards
Language Arts
Grade 3 - Adopted: 2019**

STRAND Reading Foundational Skills—Grade 3

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.3.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

EXPECTATION RF.3.4.a. Read grade-level text with purpose and understanding.

EXPECTATION RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION RI.3.2. Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RI.3.4.	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION	RI.3.5.	Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION	RI.3.7.	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

EXPECTATION	RI.3.9.	Explain the relationship between information from two or more texts on the same theme or topic.
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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.3.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION	C.3.1.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
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INDICATOR	C.3.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.3.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.
INDICATOR	C.3.2.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
INDICATOR	C.3.2.c.	Develop the topic with facts, definitions and details.
INDICATOR	C.3.2.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.3.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
INDICATOR	C.3.3.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.3.6.	Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.3.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.3.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

INDICATOR	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
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INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.
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STRAND Language—Grade 3

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.3.2.	When writing:

INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
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STRAND Language—Grade 3

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.3.3.a.	Choose words and phrases for effect.
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STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
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STRAND **Reading Foundational Skills—Grade 3**

CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION RF.3.3.a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION C.3.1. **Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.**

INDICATOR C.3.1.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

EXPECTATION C.3.2. **Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.**

INDICATOR C.3.2.a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

INDICATOR C.3.2.b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

INDICATOR C.3.2.c. Develop the topic with facts, definitions and details.

INDICATOR C.3.2.f. Provide a concluding section.

INDICATOR C.3.2.g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

EXPECTATION C.3.3. **Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.**

INDICATOR C.3.3.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.

EXPECTATION C.3.4. With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND **Composition—Grade 3**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.3.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

EXPECTATION L.3.1. **When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.**

INDICATOR L.3.1.a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.

INDICATOR L.3.1.d. Form and use regular and irregular verbs.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

EXPECTATION L.3.2. **When writing:**

INDICATOR L.3.2.a. Capitalize appropriate words in titles.

INDICATOR L.3.2.e. Use conventional spelling for high-frequency words where suffixes are added to base words.

INDICATOR L.3.2.f. Use spelling patterns and generalizations in writing words.

STRAND **Language—Grade 3**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION L.3.3. Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.3.3.a.	Choose words and phrases for effect.
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STRAND

Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

INDICATOR	L.3.4.b.	Determine the meaning of the new word formed when a known affix is added to a known word.
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INDICATOR	L.3.4.e.	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
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