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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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 /		Integration of Knowledge and Ideas

ST ANDARD / ORGANIZER	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
ST ANDARD / 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 gradelevel appropriate, complex informational texts independently and proficiently.

STRAND Composition—Grade 3

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / 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 <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / 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
ST ANDARD / ORGANIZER		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
ST ANDARD / ORGANIZER	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

C.3.6.

CATEGORY / GOAL	I	Research to Build and Present Knowledge
ST ANDARD / GF ORGANIZER		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.

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

EXPECTATION

Composition—Grade 3

CATEGORY/ GOAL		Range of Writing
ST ANDARD / 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
ST ANDARD / 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 <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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 <i> </i> GOAL		Phonics and Word Recognition
ST ANDARD / 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.

CATEGORY/ GOAL		Fluency
ST ANDARD / 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
ST ANDARD / ORGANIZER	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
ST ANDARD / 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
ST ANDARD / 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 <i>I</i> GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / 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
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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.f. C.3.2.g.	Provide a concluding section. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
		With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising

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	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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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

ST ANDARD / 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 <i>I</i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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 <i>I</i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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

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Reading Foundational Skills—Grade 3

CATEGORY/ GOAL		Phonics and Word Recognition
ST ANDARD / 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
ST ANDARD / 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 <i>I</i> GOAL	l	Key Ideas and Details
STANDARD / GP ORGANIZER		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
ST ANDARD / 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
ST ANDARD / 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

STRAND Reading Standards for Informational Text—Grade 3

contribute to the overall structure.

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 <i>I</i> 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.

and editing.

CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / 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

STRAND Composition—Grade 3

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / 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 <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / 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
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CATEGORY / GOAL		Production and Distribution
ST ANDARD / 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.

Composition—Grade 3

CATEGORY <i> </i> GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER		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
ST ANDARD / 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
ST ANDARD / 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 <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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.
		Hannibal's War
		Kentucky Academic Standards

Language Arts

Grade 3 - Adopted: 2019

STRAND

Reading Foundational Skills—Grade 3

CATEGORY <i>I</i> 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.
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CATEGORY <i>I</i> GOAL		Craft and Structure
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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 <i>I</i> 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 <i>I</i> 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 <i>I</i> 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 <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / 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 <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / 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
ST ANDARD / 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
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CATEGORY <i>I</i> GOAL		Production and Distribution
ST ANDARD / 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 <i>I</i> GOAL		Research to Build and Present Knowledge
ST ANDARD / 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.

Composition—Grade 3

CATEGORY/ GOAL		Range of Writing
ST ANDARD / 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 <i> </i> GOAL		Conventions of Standard English
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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.

John Muir

Kentucky Academic Standards Language Arts

Grade 3 - Adopted: 2019

STRAND

 CATEGORY / GOAL
 Fluency

 ST ANDARD / 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

Reading Foundational Skills—Grade 3

CATEGORY <i>I</i> GOAL		Key Ideas and Details
ST ANDARD / 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.
EVDECTATION		Identify and site relevant implicit and explicit information from a summary to determine the control idea of a 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 <i> </i> GOAL		Craft and Structure
ST ANDARD / 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.

CATEGORY/ GOAL		Craft and Structure
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / ORGANIZER		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

STRAND Composition—Grade 3

and editing.

CATEGORY/ GOAL		Production and Distribution
ST ANDARD / 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

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
ST ANDARD / 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
ST ANDARD / 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

 ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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 <i>I</i> GOAL		Vocabulary Acquisition and Use

ST ANDARD / 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.

Kentucky Academic Standards Language Arts Grade 3 - Adopted: 2019

Reading Foundational Skills—Grade 3

STRAND

CATEGORY / GOAL		Fluency
ST ANDARD / 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
ST ANDARD / ORGANIZER	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
ST ANDARD / 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

STRAND

Reading Standards for Informational Text—Grade 3

words and phrases shape meaning.

CATEGORY/ GOAL		Craft and Structure
ST ANDARD / 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

ST ANDARD / ORGANIZER	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
ST ANDARD / 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 gradelevel appropriate, complex informational texts independently and proficiently.

STRAND Composition—Grade 3

CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / 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
ST ANDARD / 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 /
GOALText Types and PurposesST ANDARD /
ORGANIZERGP.W.3Students 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
ST ANDARD / 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
ST ANDARD / 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
	GP.W.7	Range of Writing Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
GOAL ST ANDARD /	GP.W.7 C.3.7.	Students will compose routinely over extended and shorter time frames for a variety of tasks,
GOAL STANDARD / ORGANIZER		Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and
GOAL ST ANDARD / ORGANIZER EXPECTATION		Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
GOAL ST ANDARD / ORGANIZER EXPECTATION STRAND CATEGORY /		Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Language—Grade 3
GOAL ST ANDARD / ORGANIZER EXPECTATION ST RAND CAT EGORY / GOAL ST ANDARD /	C.3.7.	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Language—Grade 3 Conventions of Standard English Students will demonstrate command of the conventions of standard English grammar and usage when
GOAL ST ANDARD / ORGANIZER EXPECTATION STRAND CATEGORY / GOAL ST ANDARD / ORGANIZER	C.3.7.	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Language—Grade 3 Conventions of Standard English Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. When writing or speaking, demonstrate command of the conventions of standard English grammar
GOAL ST ANDARD / ORGANIZER EXPECTATION STRAND CAT EGORY / GOAL ST ANDARD / ORGANIZER EXPECT AT ION	C.3.7. GP.L.1 L.3.1.	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Language—Grade 3 Conventions of Standard English Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
GOAL ST ANDARD / ORGANIZER EXPECTATION ST RAND CAT EGORY / GOAL ST ANDARD / ORGANIZER EXPECT AT ION INDICATOR	C.3.7. GP.L.1 L.3.1. L.3.1.a.	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Language—Grade 3 Conventions of Standard English Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
GOAL ST ANDARD / ORGANIZER EXPECTATION ST RAND CAT EGORY / GOAL ST ANDARD / ORGANIZER EXPECT AT ION INDICATOR INDICATOR	C.3.7. GP.L.1 L.3.1.a. L.3.1.d.	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Language—Grade 3 Conventions of Standard English Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. Form and use regular and irregular verbs.
GOAL ST ANDARD / ORGANIZER EXPECTATION ST RAND CAT EGORY / GOAL ST ANDARD / ORGANIZER EXPECT AT ION INDICATOR INDICATOR	C.3.7. GP.L.1 L.3.1.a. L.3.1.d.	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Language—Grade 3 Conventions of Standard English Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking, demonstrate command of the conventions of standard English grammar and usage. When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. Form and use regular and irregular verbs. Ensure subject-verb and pronoun-antecedent agreement.

ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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

Kentucky Academic Standards Language Arts Grade 3 - Adopted: 2019

Reading Foundational Skills—Grade 3

CATEGORY <i> </i> GOAL		Fluency
ST ANDARD / 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
ST ANDARD / 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 <i> </i> GOAL		Craft and Structure
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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.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 <i>I</i> 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.
EXPECT AT ION	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 <i>I</i> GOAL		Production and Distribution

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

Language—Grade 3

STANDARD / 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 read	CATEGORY/ GOAL		Knowledge of Language
or listening.	ST ANDARD / ORGANIZER	GP.L.3	contexts, to make effective choices for meaning or style, and to comprehend more fully when reading
EXPECTATION L.3.3. Use knowledge of language and its conventions when writing, speaking, 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
STRAND	Language—Grade 3

CATEGORY <i>I</i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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 <i>I</i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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		Reading Standards for Informational Text—Grade 3 Integration of Knowledge and Ideas
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CATEGORY / GOAL STANDARD / ORGANIZER EXPECTATION STRAND CATEGORY / GOAL STANDARD / ORGANIZER	RI.3.7.	Integration of Knowledge and Ideas Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats. 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. Reading Standards for Informational Text—Grade 3 Integration of Knowledge and Ideas 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.
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CATEGORY <i> </i> GOAL		Text Types and Purposes
ST ANDARD / 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

STRAND Composition—Grade 3

and editing.

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

STRAND

Composition—Grade 3

and editing.

CATEGORY / GOAL		Research to Build and Present Knowledge
ST ANDARD / 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

ST ANDARD / 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		Knowledge of Language
ST ANDARD / 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
ST ANDARD / 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 2

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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / ORGANIZER		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.

Language—Grade 3

CATEGORY <i> </i> 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.

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Language—Grade 3

CATEGORY / GOAL		Conventions of Standard English
ST ANDARD / 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

ST ANDARD / 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.

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 <i>I</i> GOAL		Craft and Structure
ST ANDARD / 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 <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / 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
ST ANDARD / 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 comprehensic)n.
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INDICATOR C.3.2.c. Develop the topic with facts, definitions and details. INDICATOR

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

STRAND Composition—Grade 3

C.3.2.g.

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

audiences.

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

STRAND Language—Grade 3

CATEGORY/ GOAL		Knowledge of Language
ST ANDARD / 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 <i>I</i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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 2

Kentucky Academic Standards

Language Arts

Grade 3 - Adopted: 2019

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
ST ANDARD / 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 <i>I</i> 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 <i>I</i> GOAL		Knowledge of Language
ST ANDARD / 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
ST ANDARD / 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	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
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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.

Determine the meaning of general academic words and phrases in a grade-level text, and describe how those

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Kentucky Academic Standards

Language Arts

Grade 3 - Adopted: 2019

STRAND

EXPECTATION

STRAND

Reading Standards for Informational Text—Grade 3

words and phrases shape meaning.

Composition—Grade 3

CATEGORY/ GOAL	Craft and Structure
ST ANDARD / ORGANIZER	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.

and editing.

RI.3.4.

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

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 <i> </i> 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
ST ANDARD / 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.
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STRAND Composition—Grade 3

CATEGORY <i> </i> GOAL		Text Types and Purposes
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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 <i>I</i> GOAL		Range of Writing
ST ANDARD / 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.

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
ST ANDARD / 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 <i>I</i> GOAL		Knowledge of Language
ST ANDARD / 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
ST ANDARD / 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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Grade 3 - Adopted: 2019

STRAND

STRAND		Reading Foundational Skills—Grade 3
CATEGORY/ GOAL		Phonics and Word Recognition
STANDARD / RF.3.3. Know and apply grade-level phonics and word analysis sk ORGANIZER		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 <i>I</i> 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
ST ANDARD / 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
ST ANDARD / 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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Reading Standards for Informational Text—Grade 3

CATEGORY <i>I</i> GOAL		Craft and Structure
ST ANDARD / 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

ST ANDARD / ORGANIZER	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 information proficiently.		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 gradelevel appropriate, complex informational texts independently and proficiently.

STRAND Composition—Grade 3

CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / 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

CAT EGORY /
GOALText Types and PurposesST ANDARD /
ORGANIZERGP.W.3Students will compose narratives to develop real or imagined experiences or events, using effective
technique, well-chosen details and well-structured event sequences.EXPECT AT IONC.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.INDICATORC.3.3.f.With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising

STRAND

Composition—Grade 3

and editing.

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 <i>I</i> GOAL	Conventions of Standard English
STANDARD / ORGANIZER	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 <i>I</i> GOAL		Vocabulary Acquisition and Use			
ST ANDARD / 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	TRAND Language—Grade 3				
CATEGORY / GOAL		Vocabulary Acquisition and Use			
ST ANDARD / 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.			
	Orchestra and Conductor				
		Kentucky Academic Standards			
		Language Art s Grade 3 - Adopted: 2019			
STRAND		Reading Foundational Skills—Grade 3			
CATEGORY <i>I</i> GOAL		Phonics and Word Recognition			
ST ANDARD / ORGANIZER	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.			
EXPECTATION	RF.3.3.a.	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 <i>I</i> 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-c	orrect word recognition and	understanding, rereading	as necessarv.

STRAND	Reading Standards for Informational Text—Grade 3

CATEGORY <i>I</i> GOAL	Ke	ey Ideas and Details
ST ANDARD / GP. ORGANIZER	evi	udents will determine central ideas of a text and analyze their development; cite specific textual ridence, including summary, paraphrase and direct quotations to support conclusions drawn from e 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
ST ANDARD / 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
ST ANDARD / 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.
EVERATION	DIAE	

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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AND Reading Standards for Informational Text—Grade 3

CATEGORY/ GOAL		Integration of Knowledge and Ideas
ST ANDARD / 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
ST ANDARD / 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

ST ANDARD / 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 <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / 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 <i>I</i> GOAL		Research to Build and Present Knowledge
ST ANDARD / 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
ST ANDARD / ORG ANIZER	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 <i>I</i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / ORGANIZER	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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
STRAND CATEGORY <i>I</i> GOAL		Composition—Grade 3 Range of Writing
CATEGORY /	GP.W.7	·
CATEGORY / GOAL	GP.W.7 C.3.7.	Range of Writing Students will compose routinely over extended and shorter time frames for a variety of tasks,
CATEGORY / GOAL STANDARD / ORGANIZER		Range of Writing Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and
CATEGORY / GOAL ST ANDARD / ORGANIZER EXPECTATION		Range of Writing Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
CATEGORY / GOAL ST ANDARD / ORGANIZER EXPECTATION STRAND CATEGORY /		Range of Writing Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Language—Grade 3
CATEGORY / GOAL STANDARD / ORGANIZER EXPECTATION STRAND CATEGORY / GOAL STANDARD /	C.3.7. GP.L.1	Range of Writing Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Language—Grade 3 Conventions of Standard English Students will demonstrate command of the conventions of standard English grammar and usage when
CAT EGORY / GOAL ST ANDARD / ORGANIZER EXPECTATION STRAND CAT EGORY / GOAL ST ANDARD / ORGANIZER	C.3.7. GP.L.1	Range of Writing Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Language—Grade 3 Conventions of Standard English Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. When writing or speaking, demonstrate command of the conventions of standard English grammar
CATEGORY / GOAL STANDARD / ORGANIZER EXPECTATION STRAND CATEGORY / GOAL STANDARD / ORGANIZER EXPECTATION	C.3.7. GP.L.1 L.3.1.	Range of Writing Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Language—Grade 3 Conventions of Standard English Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
CATEGORY / GOAL STANDARD / ORGANIZER EXPECTATION STRAND CATEGORY / GOAL STANDARD / ORGANIZER EXPECTATION INDICATOR	C.3.7. GP.L.1 L.3.1.a.	Range of Writing Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Language—Grade 3 Conventions of Standard English Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
CATEGORY / GOAL STANDARD / ORGANIZER EXPECTATION STRAND CATEGORY / GOAL STANDARD / ORGANIZER EXPECTATION INDICATOR	C.3.7. GP.L.1 L.3.1.a.	Range of Writing Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Language—Grade 3 Conventions of Standard English Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking. When writing or speaking, demonstrate command of the conventions of standard English grammar Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. Form and use regular and irregular verbs.

ST ANDARD / ORGANIZER		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
ST ANDARD / 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 <i> </i> 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
ST ANDARD / 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 <i>I</i> GOAL	Text Types and Purposes
ST ANDARD / ORGANIZER	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 <i>I</i> 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 <i> </i> GOAL		Production and Distribution
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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 <i>I</i> 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 <i> </i> GOAL		Knowledge of Language
ST ANDARD / 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 <i> </i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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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Kentucky Academic Standards Language Arts

Grade 3 - Adopted: 2019

Reading Foundational Skills—Grade 3

CATEGORY <i> </i> GOAL		Fluency
ST ANDARD / 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	I	Key Ideas and Details
ST ANDARD / GP ORGANIZER		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
ST ANDARD / 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		Integration of Knowledge and Ideas
ST ANDARD / 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
ST ANDARD / ORGANIZER		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 <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / 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.

Composition—Grade 3

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / 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 <i> </i> GOAL		Production and Distribution
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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.
STRAND		Language—Grade 3
CATEGORY/ GOAL		Knowledge of Language
ST ANDARD / 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
ST ANDARD / 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.

CATEGORY / GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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

Reading Foundational Skills—Grade 3

STRAND

CATEGORY / Fluency GOAL STANDARD / RF.3.4. Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. ORGANIZER **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 / Key Ideas and Details GOAL STANDARD / GP.R.2 Students will determine central ideas of a text and analyze their development; cite specific textual ORGANIZER evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text. **EXPECTATION** RI32 STRAND Reading Standards for Informational Text—Grade 3

CATEGORY/ GOAL		Craft and Structure
ST ANDARD / 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
ST ANDARD / 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.

CATEGORY / GOAL		Integration of Knowledge and Ideas
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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

ST ANDARD / 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 /
GOALVocabulary Acquisition and UseSTANDARD /
ORGANIZERGP.L.5Students 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
ST ANDARD / 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 /		Key Ideas and Details

ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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 <i> </i> GOAL		Craft and Structure
ST ANDARD / 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 the 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
ST ANDARD / 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.

CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / 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 <i>I</i> 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
ST ANDARD / 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
ST ANDARD / 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 <i> </i> 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 <i>I</i> GOAL		Knowledge of Language
ST ANDARD / 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
ST ANDARD / 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 <i>I</i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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

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		Grade 3 - Adopted: 2019
STRAND		Composition—Grade 3
CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / 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
ST ANDARD / 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 /		Charles to sill a second time to develop and an investigation of a second to sign of a structure of the stru
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.
ORGANIZER		technique, well-chosen details and well-structured event sequences. Compose narratives, using writing and digital resources, to develop real or imagined experiences or
ORGANIZER	C.3.3.	technique, well-chosen details and well-structured event sequences. 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. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising
ORGANIZER EXPECT AT ION INDICATOR	C.3.3.	technique, well-chosen details and well-structured event sequences. 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. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
ORGANIZER EXPECTATION INDICATOR STRAND CATEGORY /	C.3.3.	technique, well-chosen details and well-structured event sequences. 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. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. Composition—Grade 3
ORGANIZER EXPECTATION INDICATOR STRAND CATEGORY / GOAL STANDARD /	C.3.3. C.3.3.f.	technique, well-chosen details and well-structured event sequences. 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. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. Composition—Grade 3 Production and Distribution Students will use digital resources to create and publish products as well as to interact and
ORGANIZER EXPECTATION INDICATOR STRAND CATEGORY / GOAL ST ANDARD / ORGANIZER	C.3.3. C.3.3.f. GP.W.4	technique, well-chosen details and well-structured event sequences. 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. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. Composition—Grade 3 Production and Distribution Students will use digital resources to create and publish products as well as to interact and collaborate with others. With guidance and support from adults, use digital resources to create and publish products as well as to interact
ORGANIZER EXPECTATION INDICATOR STRAND CATEGORY / GOAL ST ANDARD / ORGANIZER EXPECTATION	C.3.3. C.3.3.f. GP.W.4	technique, well-chosen details and well-structured event sequences. 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. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. Composition—Grade 3 Production and Distribution Students will use digital resources to create and publish products as well as to interact and collaborate with others. With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

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 / **Conventions of Standard English** GOAL STANDARD / GP.L.1 Students will demonstrate command of the conventions of standard English grammar and usage when ORGANIZER 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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.

CATEGORY/ GOAL		Craft and Structure
ST ANDARD / 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

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

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
ST ANDARD / 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,

PECTATION RL3.10. 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 gradelevel appropriate, complex literary texts independently and proficiently.

STRAND Composition—Grade 3

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / 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

STRAND

Composition—Grade 3

and editing.

CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / 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.

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / 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 / DRGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
E	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
ST ANDARD / 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
ST ANDARD / 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.

Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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

CATEGORY /

Key Ideas and Details	

Reading Standards for Literature—Grade 3

ne what the text says explicitly and to make logical inferences 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.

level appropriate, complex literary texts independently and proficiently.

STRAND

Reading Standards for Literature—Grade 3

CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / 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-

STRAND

Composition—Grade 3

CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / 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 Compos

Composition—Grade 3

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / 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.

		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
ST ANDARD / 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.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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.d.	Use temporal words and phrases to signal event order.
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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

With guidance and support from adults, produce writing in which the development and organization are appropriate

INDICATOR

C.3.2.a.

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 <i>I</i> GOAL		Conventions of Standard English	
ST ANDARD / 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	
ST ANDARD / 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.	
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STRAND		Reading Foundational Skills—Grade 3
CATEGORY/ GOAL		Phonics and Word Recognition
ST ANDARD / I ORGANIZER	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION F

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 Literature—Grade 3
CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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.

CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / 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 <i>I</i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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 <i>I</i> 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 <i>I</i> 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

GOAL

Reading Standards for Literature—Grade 3

CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / 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 /		Text Types and Purposes

ST ANDARD / 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
ST ANDARD / 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.a.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
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.d.	Use temporal words and phrases to signal event order.
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 <i> </i> 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.

Composition—Grade 3

CATEGORY <i>I</i> GOAL		Range of Writing
ST ANDARD / 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 <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / 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
ST ANDARD / 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

ST ANDARD / 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
ST ANDARD / 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.

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Kentucky Academic Standards Language Arts Grade 3 - Adopted: 2019

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STRAND		Reading Foundational Skills—Grade 3
CATEGORY/ GOAL		Phonics and Word Recognition
ST ANDARD / 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

STANDARD / ORGANIZERGP.R.2Students 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.	CATEGORY/ GOAL		Key Ideas and Details
		GP.R.2	evidence, including summary, paraphrase and direct quotations to support conclusions drawn from

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.

CATEGORY/ GOAL	Craft and Structure
ST ANDARD / ORGANIZER	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

GOAL

Reading Standards for Informational Text—Grade 3

contribute to the meaning and clarity of a text.

CATEGORY/ GOAL		Integration of Knowledge and Ideas
ST ANDARD / 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,

STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / 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 gradelevel appropriate, complex informational texts independently and proficiently.

STRAND **Composition—Grade 3**

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / 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/		Text Types and Purposes

ST ANDARD / 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 <i>I</i> 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 <i> </i> 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 <i> </i> GOAL		Research to Build and Present Knowledge
ST ANDARD / 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 <i>I</i> GOAL		Range of Writing

ST ANDARD / 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 <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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

STRAND		Reading Foundational Skins—Grade S
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
ST ANDARD / 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 <i>I</i> GOAL		Integration of Knowledge and Ideas
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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		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	
ST ANDARD / 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	
ST ANDARD / 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	

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.

Language—Grade 3

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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

and editing.

CATEGORY <i>I</i> 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

STRAND Composition—Grade 3

CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / 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 /		Text Types and Purposes

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / 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		Production and Distribution
ST ANDARD / 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
STRAND CATEGORY/ GOAL		Language—Grade 3 Conventions of Standard English
CATEGORY /	GP.L.2	
CATEGORY / GOAL		Conventions of Standard English Students will demonstrate command of the conventions of standard English capitalization,
CATEGORY / GOAL STANDARD / ORGANIZER		Conventions of Standard English Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
CATEGORY / GOAL STANDARD / ORGANIZER EXPECTATION	L.3.2.	Conventions of Standard English Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. When writing:
CATEGORY / GOAL ST ANDARD / ORGANIZER EXPECT AT ION INDICATOR	L.3.2. L.3.2.a.	Conventions of Standard English Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. When writing: Capitalize appropriate words in titles.

CATEGORY <i> </i> GOAL		Knowledge of Language
ST ANDARD / 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
ST ANDARD / 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.

William Penn, Part 1

Kentucky Academic Standards Language Arts

Grade 3 - Adopted: 2019

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Reading Foundational Skills—Grade 3

CATEGORY <i>I</i> GOAL		Fluency
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / ORGANIZER	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 / **Craft and Structure** GOAL STANDARD / GP.R.5 Students will analyze the structure of texts, including how specific sentences, paragraphs and larger ORGANIZER 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 / Integration of Knowledge and Ideas GOAL STANDARD / **GP.R.7** Students will integrate and evaluate content presented in print/non-print forms of text found in ORGANIZER diverse media and formats. RI.3.7 Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, **EXPECTATION** contribute to the meaning and clarity of a text. STRAND Reading Standards for Informational Text—Grade 3 CATEGORY / Integration of Knowledge and Ideas GOAL STANDARD / GP.R.9 Students will analyze how two or more texts address similar themes or topics in order to build ORGANIZER knowledge or to compare the approaches the authors take. Explain the relationship between information from two or more texts on the same theme or topic. **EXPECTATION** RI.3.9. STRAND Reading Standards for Informational Text—Grade 3 CATEGORY / Range of Reading and Level of Text Complexity GOAL STANDARD / **GP.R.10** Students will read, comprehend and analyze complex informational texts independently and ORGANIZER 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 gradelevel appropriate, complex informational texts independently and proficiently.

STRAND **Composition—Grade 3**

CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / 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.

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
ST ANDARD / 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
ST ANDARD / 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 L31.4. Form and use regular and irregular verbs. STANDARD/ Conventions of Standard English GOAL Students will demonstrate command of the conventions of standard English capitalization. GOAL Students will demonstrate command of the conventions of standard English capitalization. EXPECTATION L3.2. When writing: INDICATOR L3.2. Capitalize appropriate words in tiles. STANDARD/ Capitalize appropriate words in tiles. Capitalize appropriate words in tiles. STANDARD/ Capitalize appropriate words in tiles. Capitalize appropriate words in tiles. STANDARD/ Capitalize appropriate words in tiles. Capitalize appropriate words in tiles. STANDARD/ Capitalize appropriate words in tiles. CarteGORY/ CATEGORY/ Capitalize appropriate words in tiles. CarteGORY/ CATEGORY/ Capitalize appropriate words in tiles. CarteGORY/ STANDARD/ CPL.3 Students will apply knowkedge of language to understand how language functions in tiley when reading or listening. INDICATOR L3.3. Choose words and phrases for effect. STANDARD/ CPL.4 Students will apply showkedge of language to distandig apropriate. Students will acquire and use accurately a rang			
STRAND Language-Crade 3 CATEGORY/ Conventions of Standard English STANDARD/ OP.L.2 Students will demonstrate command of the conventions of standard English capitalization. punctuation and spelling when witting. STANDARD/ OP.L.2 Students will demonstrate command of the conventions of standard English capitalization. punctuation and spelling when witting. EXPECTATION L3.2. When writing: INDICATOR L3.2. Captelize appropriate words in tiles. STRANDARD/ OP.L.3 Students will apply bnowledge of language to understand how language functions in different contracts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. EXPECTATION L3.3. Use knowledge of language and its conventions when writing, speaking, reading or listening. INDICATOR L3.3. Choose words and phrases for effect STRANDR Op.L.3 Students will acquisition and Use CATEGORY/ Language-Grade 3 CATEGORY/ Quarts 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 or domain-specific words and phrases. STRANDARD/ QP.L4 Students will acquire and use accurately or domain-specific words and phrases. STRANDA	INDICATOR	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
CATEGORY/ Conventions of Standard English GOAL Openations of Standard English GOAL Students will demonstrate command of the conventions of standard English capitalization, openations of Standard English EXPECTATION L32.a Capitalize appropriate words in tiles. STANDARD/ OPL.3 Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for maning or style, and to comprehend more fully when reading or other fully when reading or style, and to comprehend more fully when reading or StrANDARD / ORGANIZER CATEGORY // L.3.3. Use knowledge of language and its conventions when writing, speaking, reading or listening. NDICATOR L3.4. Choose words and phrases for effect. STANDARD / ORGANIZER GPL.4 Students will use a variety of strategies to determine or clarify the meaning of words and phrases for general academic and domain-specific words and phrases sufficient for reading, writing, speaking and Caterny, choosing flexibly from an array of strategies. NDICATOR L3.4. Determine or clarify the meaning of uwhow and multiple-meaning words and phrases based on grade strategies. NDICATOR L3.4. Determine or clarify the me	INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.
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STRAND Language—Grade 3 CATEGORY/ Ovcabulary Acquisition and Use STANDARD / GPL.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 istening 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. Use sentence-level context as a clue to the meaning of a word or phrase. INDICATOR L.3.4. Les entence-level context as a clue to the meaning of a word or phrase. STRAND Language—Grade 3 CATEGORY/ Vocabulary Acquisition and Use CATEGORY/ Vocabulary Acquisition and Use CATEGORY/ Vocabulary Acquisition and Use CATEGORY/ GPL.5 Students will demonstrate understanding of word relationships and nuances in word meanings. RANDARD / GPL.5 Demonstrate understanding of word relationships and nuances in word meanings. INDICATOR L.3.5. Demonstrate understanding of word s and phrases in context.	EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
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INDICATORL.3.4.a.Use sentence-level context as a clue to the meaning of a word or phrase.INDICATORL.3.4.a.Use sentence-level context as a clue to the meaning of a word or phrase.INDICATORL.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.STRANDLanguage—Grade 3CATEGORY / GOALVocabulary Acquisition and UseSTANDARD / ORGANIZERGP.L.5STANDARD / ORGANIZERStudents will demonstrate understanding of word relationships and nuances in word meanings.INDICATORL.3.5.Demonstrate understanding of words and phrases in context.		GP.L.4	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
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. ST RAND Language—Grade 3 CATEGORY / GOAL Vocabulary Acquisition and Use ST ANDARD / ORGANIZER GP.L.5 St dents will 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.	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.
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. INDICATOR L.3.5.a.	INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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ORGANIZER 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.	CATEGORY/ GOAL		Vocabulary Acquisition and Use
INDICATOR L.3.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context.		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.
William Penn, Part 2	INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
			William Penn, Part 2

Kentucky Academic Standards Language Arts Grade 3 - Adopted: 2019

Reading Foundational Skills—Grade 3

CATEGORY/ GOAL		Phonics and Word Recognition
ST ANDARD / 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

STRAND Composition—Grade 3

Latin suffixes.

CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / 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

STRAND

Composition—Grade 3

and editing.

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / 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.

Composition—Grade 3

CATEGORY/ GOAL		Production and Distribution
ST ANDARD / 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

GOAL	
ST ANDARD / GP.W.7 ORGANIZER	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 <i> </i> GOAL		Conventions of Standard English
ST ANDARD / 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 / **Conventions of Standard English** GOAL STANDARD / GP.L.2 Students will demonstrate command of the conventions of standard English capitalization, ORGANIZER punctuation and spelling when writing. EXPECT ATION L.3.2. When writing: L.3.2.a. INDICATOR 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 <i>I</i> GOAL		Knowledge of Language
STANDARD / ORGANIZER		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
ST ANDARD / 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.