Main Criteria: Adventures in Writing

Secondary Criteria: Massachusetts Curriculum Frameworks

Subject: Language Arts
Grade: 3

Adventures in Writing

Benjamin Franklin's Lightning Rod

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STRAND		Vocabulary Acquisition and Use
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
STRAND		Knowledge of Language
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND		Conventions of Standard English
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND		Comprehension and Collaboration
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND		Range of Writing
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
STRAND		Research to Build and Present Knowledge
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.3.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS /	W.3.	Grade 3 Writing Standards [W]
FOCUS / COURSE		
		Text Types and Purposes

INDICATOR			
	W.3.1.a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	
INDICATOR	W.3.1.b.	Provide reasons that support the opinion.	
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]	
STRAND		Text Types and Purposes	
STANDARD / CONCEPT / SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
INDICATOR	W.3.2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.	
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.	
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STRAND STANDARD / CONCEPT / SKILL	W.3.5.	Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing.	
STANDARD / CONCEPT /	W.3.5. W.3.5.a.		
STANDARD / CONCEPT / SKILL		Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and	
ST ANDARD / CONCEPT / SKILL INDICATOR	W.3.5.a.	Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).	
ST ANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE	W.3.5.a.	Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3). Grade 3 Writing Standards [W]	
ST ANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE ST RAND STANDARD / CONCEPT /	W.3.5.a. W.3.	Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3). Grade 3 Writing Standards [W] Production and Distribution of Writing Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with	
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ST ANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE ST RAND STANDARD / CONCEPT / SKILL FOCUS / COURSE	W.3.5.a. W.3.	Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3). Grade 3 Writing Standards [W] Production and Distribution of Writing Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. Grade 3 Writing Standards [W]	

STRAND		Comprehension and Collaboration
ST ANDARD / CONCEPT / SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
INDICATOR	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.3.1.d.	Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence.
EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

FOCUS /	L.3.	Grade 3 Language Standards [L]
COURSE		

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 a range 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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 (e.g., take steps).

Dolphins

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

STRAND

R.PK-12. College and Career Readiness Anchor Standards for Reading

Range of Reading and Level of Text Complexity

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.3.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Phonics and Word Recognition

STANDARD / CONCEPT / SKILL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	RF.3.3.b.	Decode words with common Latin suffixes.
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.1.	Write opinion pieces on topics or texts, supporting an opinion with reasons.
INDICATOR	W.3.1.a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
INDICATOR	W.3.1.d.	Provide a concluding statement or section.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.
INDICATOR	W.3.2.d.	Provide a concluding statement or section.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
INDICATOR	W.3.5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.6.	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
INDICATOR	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Knowledge of Language
ST ANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
ST ANDARD / CONCEPT / SKILL	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 a range 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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 (e.g., take steps).

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Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STRAND STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Knowledge of Language 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.
STANDARD / CONCEPT /	12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
STANDARD / CONCEPT / SKILL FOCUS /	12.3.	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.

SKILL

STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.3.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF] Phonics and Word Recognition
COURSE	RF.3.	
STRAND STANDARD / CONCEPT /		Phonics and Word Recognition
STRAND STANDARD / CONCEPT / SKILL	RF.3.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.
STRAND STANDARD / CONCEPT / SKILL INDICATOR	RF.3.3. RF.3.3.a.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR	RF.3.3.a. RF.3.3.b.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes.
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE	RF.3.3.a. RF.3.3.b.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Grade 3 Reading Standards for Foundational Skills [RF]
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT /	RF.3.3.a. RF.3.3.b. RF.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Grade 3 Reading Standards for Foundational Skills [RF] Fluency Read with sufficient accuracy and fluency to support comprehension.
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL	RF.3.3.a. RF.3.3.b. RF.3.4.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Grade 3 Reading Standards for Foundational Skills [RF] Fluency Read with sufficient accuracy and fluency to support comprehension.

FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.1.	Write opinion pieces on topics or texts, supporting an opinion with reasons.
INDICATOR	W.3.1.a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
INDICATOR	W.3.1.d.	Provide a concluding statement or section.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.
INDICATOR	W.3.2.d.	Provide a concluding statement or section.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
INDICATOR	W.3.5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.3.6.	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
INDICATOR	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]

STANDARD / CONCEPT / SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 a range 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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 (e.g., take steps).
		Hannibal's War

Hannibal's War

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

STRAND	Craft and Structure

STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STANDARD / W.PK- Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.	STRAND	Research to Build and Present Knowledge
CONCEPT / 12.9.		Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]

STRAND

Key Ideas and Details

STANDARD / CONCEPT / SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.3.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.1.	Write opinion pieces on topics or texts, supporting an opinion with reasons.
INDICATOR	W.3.1.a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	W.3.2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.6.	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
ST ANDARD / CONCEPT / SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
INDICATOR	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use

STANDARD / CONCEPT / SKILL	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 a range 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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 (e.g., take steps).

John Muir

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STANDARD / LPK. CONCEPT / 12.4. Proceedings of clarify the meaning of unlocoust and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. STANDARD / LPK. CONCEPT / 12.6. Proceedings of the college and career readiness level: demonstrate independence in gathering vocabulary knowledge. FILS. Grade 3 Reading Standards for Informational Text [R]] Key Ideas and Details STANDARD / CONCEPT / SKILL RIS.2. Determine the main idea of a text recount the key details and explain how they support the main idea. CONCEPT / SKILL CONCEPT / SKILL CONCEPT / SKILL CONCEPT / SKILL RIS.3. Grade 3 Reading Standards for Informational Text [R]] Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4-d on applying knowledge of vocabulary to reading.) STANDARD / CONCEPT / SKILL RIS.3. Grade 3 Reading Standards for Informational Text [R]] COULS / SKILL RIS.4. Grade 3 Reading Standards for Informational Text [R]] STANDARD / CONCEPT / SKILL RIS.5. Grade 3 Reading Standards for Informational Text [R]] STANDARD / CONCEPT / SKILL RIS.5. Grade 3 Reading Standards for Informational Text [R]] STANDARD / RIS.5. Grade 3 Reading Standards for Informational Text [R]] STANDARD / RIS.5. Grade 3 Reading Standards for Foundational Skills [RF] STANDARD / RIS.5. Grade 3 Reading Standards for Foundational Skills [RF] STANDARD / RIS.5. Grade 3 Reading Standards for Foundational Skills [RF] STANDARD / RIS.5. Read grade-level text with purpose and understanding. RIS.5. Read grade-level text with purpose and understanding. RIS.6. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	STRAND		Vocabulary Acquisition and Use
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level, demonstrate independence in gathering vocabulary browledge. COCUS / 126.			
CONCEPT 22.6. reading, writing, speaking, and listening at the college and career readiness level: demonstrate independence in gathering vocabulary knowledge. COUST RI.3. Grade 3 Reading Standards for Informational Text [RI] STANDARD Key Ideas and Details STANDARD RI.3. Grade 3 Reading Standards for Informational Text [RI] STANDARD Concept RI.3. Grade 3 Reading Standards for Informational Text [RI] STANDARD Craft and Structure STANDARD Craft and Structure STANDARD Craft and Structure STANDARD Concept RI.3. Grade 3 Reading Standards for Informational Text [RI] STANDARD Craft and Structure STANDARD RI.3. Grade 3 Reading Standards for Informational Text [RI] STANDARD RI.3. Grade 3 Reading Standards for Informational Text [RI] STANDARD Range of Reading and Level of Text Complexity STANDARD RI.3.10. Independently and proteintly read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. STANDARD RE.3. Grade 3 Reading Standards for Foundational Skills [RF] STANDARD RE.3.4. Read grade-level text with purpose and understanding. NDICATOR RF.3.4. Read grade-level text with purpose and understanding. NDICATOR RF.3.4. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. NDICATOR RF.3.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STANDARD Text Types and Purposes STANDARD W.3.1. Write opinion pieces on topics or texts, supporting an opinion with reasons.	STANDARD / CONCEPT / SKILL		
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STRAND Text Types and Purposes STANDARD / CONCEPT / W.3.1. Write opinion pieces on topics or texts, supporting an opinion with reasons.	INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / W.3.1. Write opinion pieces on topics or texts, supporting an opinion with reasons.	FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
CONCEPT /	STRAND		Text Types and Purposes
	CONCEPT /	W.3.1.	Write opinion pieces on topics or texts, supporting an opinion with reasons.

INDICATOR	W.3.1.a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
INDICATOR	W.3.1.d.	Provide a concluding statement or section.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.
INDICATOR	W.3.2.d.	Provide a concluding statement or section.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
INDICATOR	W.3.5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.6.	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
INDICATOR	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.c.	Use commas in addresses.

INDICATOR	L.3.2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT /	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 a range of strategies.
SKILL		
INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
	L.3.4.a. L.3.4.e.	Use sentence-level context as a clue to the meaning of a word or phrase. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
INDICATOR		Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N,
INDICATOR	L.3.4.e.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
INDICATOR INDICATOR INDICATOR FOCUS I	L.3.4.e. L.3.4.f.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map). Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
INDICATOR INDICATOR INDICATOR FOCUS / COURSE	L.3.4.e. L.3.4.f.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map). Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >). Grade 3 Language Standards [L]

Leif Eriksson

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.

STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
	W.PK-12.	College and Career Readiness Anchor Standards for Writing Range of Writing
COURSE	W.PK-12. W.PK-12.10.	
STRAND STANDARD / CONCEPT /	W.PK- 12.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
STRAND STANDARD / CONCEPT / SKILL FOCUS /	W.PK- 12.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE	W.PK- 12.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration
STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	W.PK- 12.10. SL.PK- 12.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.3.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.

FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.1.	Write opinion pieces on topics or texts, supporting an opinion with reasons.
INDICATOR	W.3.1.a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
INDICATOR	W.3.1.d.	Provide a concluding statement or section.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.
INDICATOR	W.3.2.d.	Provide a concluding statement or section.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
INDICATOR	W.3.5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.6.	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
INDICATOR	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.3.1.b.	Ensure subject-verb and pronoun-antecedent agreement.
EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 a range 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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 (e.g., take steps).

Magnets

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STANDARD / R.P.K- Independently and proficiently read and comprehend complex literary and informational texts.	STRAND		Range of Reading and Level of Text Complexity
CONCEPT/ 12.10.	STANDARD / CONCEPT /	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	. College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a gratopic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.3.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive read
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.1.	Write opinion pieces on topics or texts, supporting an opinion with reasons.
INDICATOR	W.3.1.a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that list reasons.
		Provide reasons that support the opinion.
INDICATOR	W.3.1.b.	
INDICATOR	W.3.1.b. W.3.1.d.	Provide a concluding statement or section.

STANDARD / CONCEPT / SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.
INDICATOR	W.3.2.d.	Provide a concluding statement or section.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
INDICATOR	W.3.5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.6.	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

INDICATOR	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
INDICATOR	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.3.1.b.	Ensure subject-verb and pronoun-antecedent agreement.
EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STRAND STANDARD / CONCEPT / SKILL	L.3.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONCEPT /	L.3.2. L.3.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and
STANDARD / CONCEPT / SKILL		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ST ANDARD / CONCEPT / SKILL INDICATOR	L.3.2.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR	L.3.2.b. L.3.2.f.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending

STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 a range 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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 (e.g., take steps).
		Mayflower, Part 1

Mayflower, Part 1

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / R.PK-12. College and Career Readiness Anchor Standards for Reading COURSE

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS /	
COURSE	

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT /	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
SKILL		
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
FOCUS /	W.PK-12.	College and Career Readiness Anchor Standards for Writing Range of Writing
FOCUS / COURSE	W.PK-12. W.PK-12.10.	
FOCUS / COURSE STRAND STANDARD / CONCEPT /	W.PK-	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS /	W.PK- 12.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE	W.PK- 12.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening
FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	W.PK- 12.10. SL.PK- 12.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building
FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS /	W.PK- 12.10. SL.PK- 12.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / CONCEPT /	RI.3.2.	
STANDARD / CONCEPT / SKILL FOCUS /		Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / CONCEPT / SKILL FOCUS / COURSE		Determine the main idea of a text; recount the key details and explain how they support the main idea. Grade 3 Reading Standards for Informational Text [RI]
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	RI.3.	Determine the main idea of a text; recount the key details and explain how they support the main idea. Grade 3 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS /	RI.3. RI.3.4.	Determine the main idea of a text; recount the key details and explain how they support the main idea. Grade 3 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE	RI.3. RI.3.4.	Determine the main idea of a text; recount the key details and explain how they support the main idea. Grade 3 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Grade 3 Reading Standards for Informational Text [RI]
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / COURSE	RI.3. RI.3.4.	Determine the main idea of a text; recount the key details and explain how they support the main idea. Grade 3 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Grade 3 Reading Standards for Informational Text [RI] Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	RI.3.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)

INDICATOR	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writin Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on w is to be modified and the overall meaning of the sentence.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gr
STANDARD / CONCEPT / SKILL	L.3.4.	3 reading and content, choosing flexibly from a range of strategies.
STANDARD / CONCEPT /	L.3.4. L.3.4.a.	
STANDARD / CONCEPT / SKILL		3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
STANDARD / CONCEPT / SKILL INDICATOR	L.3.4.a.	3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g.,

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 (e.g., take steps).

Mayflower, Part 2

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT /	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE

$\textbf{L.PK-12.} \ \ \textbf{College} \ \ \textbf{and} \ \ \textbf{Career} \ \ \textbf{Readiness} \ \ \textbf{Anchor} \ \ \textbf{Standards} \ \ \textbf{for} \ \ \textbf{Language}$

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.1.	Write opinion pieces on topics or texts, supporting an opinion with reasons.
INDICATOR	W.3.1.a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
INDICATOR	W.3.1.d.	Provide a concluding statement or section.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.
INDICATOR	W.3.2.d.	Provide a concluding statement or section.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
INDICATOR	W.3.5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).

FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.6.	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.3.1.b.	Ensure subject-verb and pronoun-antecedent agreement.
EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.
		My Friend, Part 1
		Massachusetts Curriculum Frameworks Language Arts Grade 3 - Adopted: 2017
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.	Grade 3 Speaking and Listening Standards [SL]
	Presentation of Knowledge and Ideas
SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
L.3.	Grade 3 Language Standards [L]
	Knowledge of Language
L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3.a.	Choose words and phrases for effect.
L.3.	Grade 3 Language Standards [L]
	Vocabulary Acquisition and Use
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 a range of strategies.
L.3.4.e.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
	My Friend Part 2
	SL.3.1.b. SL.3.4. SL.3.6. L.3. L.3.3. L.3.4.

My Friend, Part 2

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

STRAND		Text Types and Purposes
STANDARD / CONCEPT /	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

		Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / W COURSE	/.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	N.PK- 2.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / W COURSE	/.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / L. COURSE	.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
	PK- 2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	PK- 2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / W	V.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / V CONCEPT / SKILL	W.3.1.	Write opinion pieces on topics or texts, supporting an opinion with reasons.
INDICATOR V	W.3.1.a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
INDICATOR V	W.3.1.b.	Provide reasons that support the opinion.
INDICATOR V	W.3.1.d.	Provide a concluding statement or section.
FOCUS / W	V.3.	Grade 3 Writing Standards [W]
COURSE		

STANDARD / CONCEPT / SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.
INDICATOR	W.3.2.d.	Provide a concluding statement or section.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
INDICATOR	W.3.5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.6.	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Word Usage
EXPECTATION	L.3.1.g.	Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.

My House, Part 1

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.

FOCUS /	
COURSE	

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure

STANDARD / CONCEPT / SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their or clearly.
INDICATOR	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence
INDICATOR	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT /	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropria facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate

SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
L.3.	Grade 3 Language Standards [L]
	Knowledge of Language
L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3.a.	Choose words and phrases for effect.
L.3.	Grade 3 Language Standards [L]
	Vocabulary Acquisition and Use
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 a range of strategies.
L.3.4.e.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
	My House, Part 2
	L.3.3. L.3.3.a. L.3.4.

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.1.	Write opinion pieces on topics or texts, supporting an opinion with reasons.
INDICATOR	W.3.1.a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
INDICATOR	W.3.1.d.	Provide a concluding statement or section.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.
INDICATOR	W.3.2.d.	Provide a concluding statement or section.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
INDICATOR	W.3.5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.6.	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or
STANDARD / CONCEPT / SKILL		speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

EXPECTATION	L.3.1.g.	Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.

Nile River, Yangtze River

Massachusetts Curriculum Frameworks Language Arts

Grade **3** - Adopted: **2017**

R.PK-12. College and Career Readiness Anchor Standards for Reading

FOCUS	ı
COURS	E

STANDARD / R.PKCONCEPT / 12.4. 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.

	SKILL	
SKILL	CONCEPT/	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS /

COURSE

12.

COURSE	K.I K-12	. Contege and Career Readiness Anonor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS /	SL.PK-	College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI.3. Grade 3 Reading Standards for Informational Text [RI] STRAND Range of Reading and Level of Text Complexity STANDARD / CONCEPT / SKILL RI.3.10. Independently and proficiently read and comprehend informational texts, including history/social studies, scientification mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. Grade 3 Reading Standards for Foundational Skills [RF] STRAND Phonics and Word Recognition		
STRAND Range of Reading and Level of Text Complexity STANDARD / CONCEPT / SKILL RI.3.10. Independently and proficiently read and comprehend informational texts, including history/social studies, scientification mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. Grade 3 Reading Standards for Foundational Skills [RF]	ence,	
STANDARD / CONCEPT / SKILL RI.3.10. Independently and proficiently read and comprehend informational texts, including history/social studies, scientification mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. FOCUS / COURSE RF.3. Grade 3 Reading Standards for Foundational Skills [RF]	ence,	
CONCEPT / mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. SKILL FOCUS / RF.3. Grade 3 Reading Standards for Foundational Skills [RF]	ence,	
COURSE		
STRAND Phonics and Word Recognition		
	Phonics and Word Recognition	
STANDARD / CONCEPT / SKILL RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.		
INDICATOR RF.3.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.		
INDICATOR RF.3.3.b. Decode words with common Latin suffixes.		
FOCUS / RF.3. Grade 3 Reading Standards for Foundational Skills [RF] COURSE		
STRAND Fluency		
STANDARD / RF.3.4. Read with sufficient accuracy and fluency to support comprehension.		
SKILL		
SKILL	eadings.	
INDICATOR RF.3.4.a. Read grade-level text with purpose and understanding.	eadings.	
INDICATOR RF.3.4.a. Read grade-level text with purpose and understanding. INDICATOR RF.3.4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive results.	eadings.	
INDICATOR RF.3.4.a. Read grade-level text with purpose and understanding. INDICATOR RF.3.4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive results. INDICATOR RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. FOCUS I SL.3. Grade 3 Speaking and Listening Standards [SL]	eadings.	
INDICATOR RF.3.4.a. Read grade-level text with purpose and understanding. INDICATOR RF.3.4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive results. INDICATOR RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. FOCUS / COURSE SL.3. Grade 3 Speaking and Listening Standards [SL]	-led)	
INDICATOR RF.3.4.a. Read grade-level text with purpose and understanding. INDICATOR RF.3.4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive results. INDICATOR RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. FOCUS / COURSE STRAND Comprehension and Collaboration STANDARD / CONCEPT / SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherwith diverse partners on grade 3 topics and texts, building on others' ideas and expressing the	-led) eir own	
INDICATOR RF.3.4.a. Read grade-level text with purpose and understanding. INDICATOR RF.3.4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive results. Respectively in a read of the succession of the successio	-led) eir own n and idence.)	

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 a range 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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 (e.g., take steps).
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Orchestra and Conductor

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

STRAND

R.PK-12. College and Career Readiness Anchor Standards for Reading

Range of Reading and Level of Text Complexity

COURSE		
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure

STANDARD / CONCEPT / SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.3.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	RF.3.3.b.	Decode words with common Latin suffixes.
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
CONCEPT /		Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.
CONCEPT I		Read grade-level text with purpose and understanding.
CONCEPT I SKILL INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR INDICATOR	RF.3.4.a. RF.3.4.b.	Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR INDICATOR INDICATOR FOCUS /	RF.3.4.a. RF.3.4.b. RF.3.4.c.	Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
INDICATOR INDICATOR INDICATOR FOCUS / COURSE	RF.3.4.a. RF.3.4.b. RF.3.4.c.	Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Grade 3 Speaking and Listening Standards [SL]
INDICATOR INDICATOR INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT /	RF.3.4.a. RF.3.4.b. RF.3.4.c. SL.3.	Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Grade 3 Speaking and Listening Standards [SL] Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own
INDICATOR INDICATOR INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL	RF.3.4.a. RF.3.4.b. RF.3.4.c. SL.3.	Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Grade 3 Speaking and Listening Standards [SL] Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature
INDICATOR INDICATOR INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL INDICATOR	RF.3.4.a. RF.3.4.b. RF.3.4.c. SL.3.	Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Grade 3 Speaking and Listening Standards [SL] Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 a range 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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 (e.g., take steps).

Roanoke, Part 1

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

COURSE		
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS /	L.
COLIDSE	

COURSE		
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

STANDARD / CONCEPT / SKILL	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.3.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
INDICATOR	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.

FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]	
STRAND		Vocabulary Acquisition and Use	
STANDARD / CONCEPT / SKILL	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 a range 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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).	
INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).	
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]	
STRAND		Vocabulary Acquisition and Use	
STANDARD / CONCEPT / SKILL	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 (e.g., take steps).	
Roanoke, Part 2			

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / **COURSE**

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE

COURSE		
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.1.	Write opinion pieces on topics or texts, supporting an opinion with reasons.
INDICATOR	W.3.1.a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
INDICATOR	W.3.1.d.	Provide a concluding statement or section.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.
INDICATOR	W.3.2.d.	Provide a concluding statement or section.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing

STRAND Production and Distribution of Writing STANDARD / CONCEPT / SKILL W.3. Grade 3 Writing Standards [W] Develop and strengthen writing as needed by planning, revising, and editing. STANDARD / CONCEPT / SKILL INDICATOR W.3.5. Demonstrate command of standard English conventions (as described in Language Standards 1-3 up to and including grade 3). INDICATOR W.3.5. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4-and including grade 3). FOCUS / COURSE STRAND Production and Distribution of Writing STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND Range of Writing STANDARD / COURSE STRAND Range of Writing STANDARD / COURSE STRAND CONCEPT / SKILL FOCUS / COURSE STRAND CONCEPT / SKILL ST			
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STANDARD / W.3.0. Develop and strengthen writing as needed by planning, revising, and editing. NDICATOR W.3.5. Demonstrate command of standard English conventions (as described in Language Standards 1-3 up to and including grade 3). NDICATOR W.3.5. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4-and including grade 3). FOCUS / W.3. Grade 3 Writing Standards [W] STANDARD / W.3.6. Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate others. W.3. Grade 3 Writing Standards [W] STANDARD / W.3.0. Grade 3 Writing Standards [W] STANDARD / W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shoner time frames single siting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. STRAND CONCEPT / SKILL FOCUS / CONCEPT / SKILL FOCUS / CONCEPT / SKILL Demonstrate command of the conventions of standard English grammar and usage when writing standards in and further develop language skills learned in previous grades. (See grade 3 W Standard S and Speaking and Listening Standard 6 on strengthening writing and presentations applying knowledge of conventions.) NDICATOR Sentence Structure and Meaning EXPECTATION L.3.e. Form and use comparative and superfaitive adjectives and adverbs and choose between them depending of is to be modified and the overall meaning of the sentence. FOCUS / CONCEPT / CONCE		W.3.	Grade 3 Writing Standards [W]
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And including grade 3). Grade 3 Writing Standards [W] STANDARD / CONCEPT / SKILL W.3. Grade 3 Writing Standards [W] STANDARD / CONCEPT / SKILL FOCUS / COURSE W.3. Grade 3 Writing Standards [W] STANDARD / CONCEPT / SKILL W.3. Grade 3 Writing Standards [W] STANDARD / Witte routinely over extended time frames (time for research, reflection, and revision) and shorter time frames single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. STRAND CONCEPT / SKILL STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL STRAND Conventions of Standard English STANDARD / CONCEPT / SKILL STRAND Conventions of Standard English grammar and usage when writing standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations applying knowledge of conventions.) INDICATOR Sentence Structure and Meaning EXPECTATION L.3.1. Grade 3 Language Standards [L] Conventions of Standard English grammar and choose between them depending or is to be modified and the overall meaning of the sentence. EXPECTATION L.3.1. Grade 3 Language Standards [L] Conventions of Standard English STANDARD / Conventions of Standard English Conventions of Standard English STANDARD / Conventions of Standard English	INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
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EXPECTATION L.3.1.e. Form and use comparative and superlative adjectives and adverbs and choose between them depending of is to be modified and the overall meaning of the sentence. FOCUS / COURSE L.3. Grade 3 Language Standards [L] STRAND Conventions of Standard English STANDARD / CONCEPT / Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	CONCEPT /	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
is to be modified and the overall meaning of the sentence. FOCUS / COURSE STRAND Conventions of Standard English STANDARD / CONCEPT / Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	INDICATOR		Sentence Structure and Meaning
STRAND Conventions of Standard English STANDARD / CONCEPT / L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
STANDARD / L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		L.3.	Grade 3 Language Standards [L]
CONCEPT / spelling when writing.	STRAND		Conventions of Standard English
	CONCEPT /	L.3.2.	
INDICATOR L.3.2.b. Capitalize appropriate words in titles.	INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.

INDICATOR	L.3.2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.

Roman Colosseum

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

STRAND	Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
	I DI	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	g
CONCEPT/		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONCEPT / SKILL STANDARD / CONCEPT /	12.1. L.PK- 12.2.	
CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS /	12.1. L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.3.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.1.	Write opinion pieces on topics or texts, supporting an opinion with reasons.
INDICATOR	W.3.1.a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.6.	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
INDICATOR	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
		Vocabulary Acquisition and Use
STRAND		,,,,
STRAND STANDARD / CONCEPT / SKILL	L.3.4.	
STANDARD / CONCEPT /	L.3.4 .	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

INDICATOR	L.3.4.e.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 (e.g., take steps).

Roman Hoplite, American Quarter Horse

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

STRAND

R.PK-12. College and Career Readiness Anchor Standards for Reading

Conventions of Standard English

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CONCEPT/	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. Grade 3 Reading Standards for Informational Text [RI]
CONCEPT / SKILL		
CONCEPT / SKILL FOCUS / COURSE		Grade 3 Reading Standards for Informational Text [RI]
CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	RI.3.	Grade 3 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3
CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS /	RI.3.4	Grade 3 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE	RI.3.4	Grade 3 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Grade 3 Reading Standards for Informational Text [RI]
CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / CONCEPT / CONCEPT /	RI.3.4.	Grade 3 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Grade 3 Reading Standards for Informational Text [RI] Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend informational texts, including history/social studies, science,
CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / CONCEPT / SKILL	RI.3.4. RI.3.10.	Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Grade 3 Reading Standards for Informational Text [RI] Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.

STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
INDICATOR	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
ST AND ARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning

EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 a range 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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 (e.g., take steps).
		Rooster, Part 1

Rooster, Part 1

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

$\hbox{R.PK-12. College and Career Readiness Anchor Standards for Reading } \\$

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STANDARD / CONCEPT / SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STRAND STANDARD / CONCEPT / SKILL	RI.3.10.	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
STANDARD / CONCEPT /	RI.3.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science,
STANDARD / CONCEPT / SKILL FOCUS /		Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
STANDARD / CONCEPT / SKILL FOCUS / COURSE		Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. Grade 3 Reading Standards for Foundational Skills [RF]
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	RF.3.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. Grade 3 Reading Standards for Foundational Skills [RF] Fluency Read with sufficient accuracy and fluency to support comprehension.
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL	RF.3.4 . RF.3.4.a.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. Grade 3 Reading Standards for Foundational Skills [RF] Fluency Read with sufficient accuracy and fluency to support comprehension.
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL INDICATOR	RF.3.4 . RF.3.4.a.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. Grade 3 Reading Standards for Foundational Skills [RF] Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL INDICATOR	RF.3.4. RF.3.4.a. RF.3.4.b.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. Grade 3 Reading Standards for Foundational Skills [RF] Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR FOCUS /	RF.3.4. RF.3.4.a. RF.3.4.b.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. Grade 3 Reading Standards for Foundational Skills [RF] Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
INDICATOR	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Word Usage

EXPECTATION	L.3.1.g.	Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Knowledge of Language
ST ANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 a range 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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 (e.g., take steps).
		Rooster, Part 2

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

STRAND		Production and Distribution of Writing
OTRAND		Trouverion and Distribution of Wilting
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.1.	Write opinion pieces on topics or texts, supporting an opinion with reasons.
INDICATOR	W.3.1.a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
INDICATOR	W.3.1.d.	Provide a concluding statement or section.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.

INDICATOR

W.3.2.a.

INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.		
INDICATOR	W.3.2.d.	Provide a concluding statement or section.		
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]		
STRAND		Production and Distribution of Writing		
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]		
STRAND		Production and Distribution of Writing		
STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.		
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).		
INDICATOR	W.3.5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).		
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]		
STRAND		Production and Distribution of Writing		
STANDARD / CONCEPT / SKILL	W.3.6.	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.		
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]		
STRAND		Range of Writing		
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]		
STRAND		Conventions of Standard English		
ST ANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)		
INDICATOR		Sentence Structure and Meaning		
EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.		

FOCUS /	L.3.	Grade 3 Language	Standards [L]
COURSE			

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.

The Fox and the Crow, Part 1

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

STANDARD / CONCEPT / SKILL	R.PK- 12.6.	Assess how point of view or purpose shapes the content and style of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOCUS	I
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STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	RL.3.	Grade 3 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STANDARD / CONCEPT / SKILL	RL.3.2.	Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in a text.
STANDARD / CONCEPT / SKILL	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
FOCUS / COURSE	RL.3.	Grade 3 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.3.5.	Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.
STANDARD / CONCEPT / SKILL	RL.3.6.	Distinguish their own point of view from that of a text's narrator or those of its characters.
FOCUS / COURSE	RL.3.	Grade 3 Reading Standards for Literature [RL]
STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	RL.3.7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
FOCUS / COURSE	RL.3.	Grade 3 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.3.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3.
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.3.3.a.	Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.3.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.
INDICATOR	W.3.3.e.	Provide a sense of closure.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
INDICATOR	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 a range 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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 (e.g., take steps).

The Fox and the Crow, Part 2

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	RL.3.	Grade 3 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STANDARD / CONCEPT / SKILL	RL.3.2.	Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in a text.
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

RF.3.4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

INDICATOR

FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.3.3.a.	Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.3.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.
INDICATOR	W.3.3.e.	Provide a sense of closure.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.6.	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
CTDAND		

Presentation of Knowledge and Ideas

STRAND

STANDARD / CONCEPT / SKILL	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 a range of strategies.
INDICATOR	L.3.4.e.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).

INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
		The Theft of Thor's Hammer, Part 1
		Massachusetts Curriculum Frameworks Language Arts Grade 3 - Adopted: 2017
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
STANDARD / CONCEPT / SKILL	R.PK- 12.6.	Assess how point of view or purpose shapes the content and style of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

W.PK-12. College and Career Readiness Anchor Standards for Writing

FOCUS / COURSE

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	RL.3.	Grade 3 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

STANDARD / CONCEPT / SKILL	RL.3.2.	Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in a text.
STANDARD / CONCEPT / SKILL	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
FOCUS / COURSE	RL.3.	Grade 3 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.3.5.	Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.
STANDARD / CONCEPT / SKILL	RL.3.6.	Distinguish their own point of view from that of a text's narrator or those of its characters.
FOCUS / COURSE	RL.3.	Grade 3 Reading Standards for Literature [RL]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.3.7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
FOCUS / COURSE	RL.3.	Grade 3 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.3.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3.
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	RF.3.3.b.	Decode words with common Latin suffixes.
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]

STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.3.3.a.	Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.3.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.
INDICATOR	W.3.3.e.	Provide a sense of closure.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
INDICATOR	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
	L.3.	Grade 3 Language Standards [L] Vocabulary Acquisition and Use
COURSE	L.3.4.	
STRAND STANDARD / CONCEPT /		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
STRAND STANDARD / CONCEPT / SKILL	L.3.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
STRAND STANDARD / CONCEPT / SKILL INDICATOR	L.3.4.a.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N,
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR	L.3.4.a. L.3.4.e.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR FOCUS /	L.3.4.a. L.3.4.e.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map). Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR FOCUS / COURSE	L.3.4.a. L.3.4.e.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map). Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >). Grade 3 Language Standards [L]

FOCUS	I
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STRAND

Conventions of Standard English

COURSE		
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	RL.3.	Grade 3 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STANDARD / CONCEPT / SKILL	RL.3.2.	Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in a text.
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	RF.3.3.b.	Decode words with common Latin suffixes.
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.3.3.a.	Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.3.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.

INDICATOR	W.3.3.e.	Provide a sense of closure.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.6.	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.3.1.b.	Ensure subject-verb and pronoun-antecedent agreement.
EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 a range of strategies.
INDICATOR	L.3.4.e.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).

Tornadoes

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT /	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
SKILL		

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.3.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	RF.3.3.b.	Decode words with common Latin suffixes.
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.1.	Write opinion pieces on topics or texts, supporting an opinion with reasons.

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INDICATOR	W.3.1.a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STRAND STANDARD / CONCEPT / SKILL	W.3.5.	Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing.
STANDARD / CONCEPT /	W.3.5. W.3.5.a.	
ST ANDARD / CONCEPT / SKILL		Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and
ST ANDARD / CONCEPT / SKILL INDICATOR	W.3.5.a.	Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
ST ANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE	W.3.5.a.	Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3). Grade 3 Writing Standards [W]
ST ANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT /	W.3.5.a. W.3.	Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3). Grade 3 Writing Standards [W] Production and Distribution of Writing Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with
ST ANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS /	W.3.5.a. W.3.	Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3). Grade 3 Writing Standards [W] Production and Distribution of Writing Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
ST ANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE	W.3.5.a. W.3.	Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3). Grade 3 Writing Standards [W] Production and Distribution of Writing Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. Grade 3 Writing Standards [W]

STRAND		Comprehension and Collaboration
ST ANDARD / CONCEPT / SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
INDICATOR	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Knowledge of Language

STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 a range 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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 (e.g., take steps).

Treasure Map, Part 1

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / R.PK-12. College and Career Readiness Anchor Standards for Reading COURSE

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

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W.PK-12. College and Career Readiness Anchor Standards for Writing

COURSE		
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use

STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STANDARD / CONCEPT / SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD / CONCEPT / SKILL	RI.3.3.	Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.3.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
ST ANDARD / CONCEPT / SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
INDICATOR	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD /	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
CONCEPT / SKILL		
	L.3.	Grade 3 Language Standards [L]
SKILL FOCUS I	L.3.	Grade 3 Language Standards [L] Knowledge of Language

STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 a range 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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 (e.g., take steps).
		Treasure Map, Part 2

Treasure Map, Part 2

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / W.PK-12. College and Career Readiness Anchor Standards for Writing COURSE

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONCEPT / SKILL	12.6.	
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD /	W.3.1.	Write opinion pieces on topics or texts, supporting an opinion with reasons.
CONCEPT / SKILL	1110121	white opinion precess on topics of texts, supporting an opinion with reasons.
CONCEPT /	W.3.1.a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
CONCEPT / SKILL		Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists
CONCEPT I SKILL INDICATOR	W.3.1.a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
INDICATOR	W.3.1.a. W.3.1.b.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion.
INDICATOR INDICATOR INDICATOR FOCUS /	W.3.1.a. W.3.1.b. W.3.1.d.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Provide a concluding statement or section.
INDICATOR INDICATOR INDICATOR FOCUS / COURSE	W.3.1.a. W.3.1.b. W.3.1.d.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Provide a concluding statement or section. Grade 3 Writing Standards [W]
INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT /	W.3.1.a. W.3.1.b. W.3.1.d.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Provide a concluding statement or section. Grade 3 Writing Standards [W] Text Types and Purposes
INDICATOR INDICATOR INDICATOR INDICATOR FOCUS / COURSE ST RAND ST ANDARD / CONCEPT / SKILL	W.3.1.a. W.3.1.b. W.3.1.d. W.3.2.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Provide a concluding statement or section. Grade 3 Writing Standards [W] Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Use technology to produce and publish writing and to interact and collaborate with others.

STANDARD /

W.PK-

FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
INDICATOR	W.3.5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.6.	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.

William Penn, Part 1

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	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.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS /	
COURSE	

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STRAND STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONCEPT /		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
STANDARD / CONCEPT / SKILL	12.10. SL.PK-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONCEPT / SKILL FOCUS / COURSE	12.10. SL.PK-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	12.10. SL.PK- 12. SL.PK- 12.1.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS /	12.10. SL.PK- 12. SL.PK- 12.1.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE	12.10. SL.PK- 12. SL.PK- 12.1.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. College and Career Readiness Anchor Standards for Language
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / COURSE	SL.PK-12. SL.PK-12.1. L.PK-12.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. College and Career Readiness Anchor Standards for Language Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.PK- 12.3.	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.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.3.	Grade 3 Reading Standards for Informational Text [RI]
		orace a reading standards for mormational rext [rtt]
STRAND		Integration of Knowledge and Ideas
STRAND STANDARD / CONCEPT / SKILL	RI.3.9.	• • •
STANDARD / CONCEPT /	RI.3.9.	Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL		Integration of Knowledge and Ideas Compare and contrast the most important points and key details presented in two texts on the same topic.
STANDARD / CONCEPT / SKILL FOCUS / COURSE		Integration of Knowledge and Ideas Compare and contrast the most important points and key details presented in two texts on the same topic. Grade 3 Reading Standards for Informational Text [RI]
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	RI.3.	Integration of Knowledge and Ideas Compare and contrast the most important points and key details presented in two texts on the same topic. Grade 3 Reading Standards for Informational Text [RI] Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend informational texts, including history/social studies, science,
STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS /	RI.3.	Integration of Knowledge and Ideas Compare and contrast the most important points and key details presented in two texts on the same topic. Grade 3 Reading Standards for Informational Text [RI] Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.

STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

INDICATOR	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
INDICATOR	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
FOCUS / COURSE	SL.3.	Grade 3 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use

STANDARD / CONCEPT / SKILL	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 a range 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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 (e.g., take steps).

William Penn, Part 2

Massachusetts Curriculum Frameworks Language Arts

Grade 3 - Adopted: 2017

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND	Range of Writing

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	RF.3.	Grade 3 Reading Standards for Foundational Skills [RF]
STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	RF.3.3.b.	Decode words with common Latin suffixes.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Text Types and Purposes
	W.3.1.	Text Types and Purposes Write opinion pieces on topics or texts, supporting an opinion with reasons.
STRAND STANDARD / CONCEPT /	W.3.1. W.3.1.a.	
STRAND STANDARD / CONCEPT / SKILL		Write opinion pieces on topics or texts, supporting an opinion with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists
ST AND ARD I CONCEPT I SKILL	W.3.1.a.	Write opinion pieces on topics or texts, supporting an opinion with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
STRAND STANDARD / CONCEPT / SKILL INDICATOR	W.3.1.a. W.3.1.b.	Write opinion pieces on topics or texts, supporting an opinion with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion.
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR FOCUS /	W.3.1.a. W.3.1.b. W.3.1.d.	Write opinion pieces on topics or texts, supporting an opinion with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Provide a concluding statement or section.
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR FOCUS / COURSE	W.3.1.a. W.3.1.b. W.3.1.d.	Write opinion pieces on topics or texts, supporting an opinion with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Provide a concluding statement or section. Grade 3 Writing Standards [W]
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT /	W.3.1.a. W.3.1.b. W.3.1.d.	Write opinion pieces on topics or texts, supporting an opinion with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Provide a concluding statement or section. Grade 3 Writing Standards [W] Text Types and Purposes

INDICATOR	W.3.2.d.	Provide a concluding statement or section.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
INDICATOR	W.3.5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.3.6.	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
FOCUS / COURSE	W.3.	Grade 3 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.3.1.e.	Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
FOCUS / COURSE	L.3.	Grade 3 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.