

**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**

<b>STRAND</b>		<b>Craft and Structure</b>
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**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

<b>STRAND</b>		<b>Knowledge of Language</b>
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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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.
<b>FOCUS / COURSE</b>	<b>RI.3.</b>	<b>Grade 3 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
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.
<b>FOCUS / COURSE</b>	<b>RI.3.</b>	<b>Grade 3 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
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.)
<b>FOCUS / COURSE</b>	<b>RI.3.</b>	<b>Grade 3 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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.
<b>FOCUS / COURSE</b>	<b>RF.3.</b>	<b>Grade 3 Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Fluency</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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.
<b>FOCUS / COURSE</b>	<b>W.3.</b>	<b>Grade 3 Writing Standards [W]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.1.</b>	<b>Write opinion pieces on topics or texts, supporting an opinion with reasons.</b>

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.
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INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATOR	W.3.2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.)
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>

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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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **SL.3.      Grade 3 Speaking and Listening Standards [SL]**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.3.1.</b>	<b>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.</b>

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]**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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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]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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**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.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]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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**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]**

<b>STRAND</b>		<b>Knowledge of Language</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

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

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.4.</b>	<b>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.</b>

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]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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

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

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

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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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.
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>FOCUS / COURSE</b>	<b>L.PK-12. College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND</b>	<b>Knowledge of Language</b>	
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.
<b>FOCUS / COURSE</b>	<b>L.PK-12. College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>	
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.
<b>FOCUS / COURSE</b>	<b>RI.3. Grade 3 Reading Standards for Informational Text [RI]</b>	
<b>STRAND</b>	<b>Key Ideas and Details</b>	
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.
<b>FOCUS / COURSE</b>	<b>RI.3. Grade 3 Reading Standards for Informational Text [RI]</b>	
<b>STRAND</b>	<b>Craft and Structure</b>	
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.)
<b>FOCUS / COURSE</b>	<b>RI.3. Grade 3 Reading Standards for Informational Text [RI]</b>	
<b>STRAND</b>	<b>Range of Reading and Level of Text Complexity</b>	
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.
<b>FOCUS / COURSE</b>	<b>RF.3. Grade 3 Reading Standards for Foundational Skills [RF]</b>	
<b>STRAND</b>	<b>Phonics and Word Recognition</b>	



<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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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]**

<b>STRAND</b>		<b>Fluency</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.1.</b>	<b>Write opinion pieces on topics or texts, supporting an opinion with reasons.</b>

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]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.)
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>

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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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).
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **SL.3.      Grade 3 Speaking and Listening Standards [SL]**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.3.1.</b>	<b>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.</b>

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.)
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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).
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**FOCUS / COURSE**      **SL.3.      Grade 3 Speaking and Listening Standards [SL]**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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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.)
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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.)
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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.
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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).
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Knowledge of Language</b>
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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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.
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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).
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INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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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Hagia Sophia

**Massachusetts Curriculum Frameworks  
Language Arts  
Grade 3 - Adopted: 2017**

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

<b>STRAND</b>		<b>Craft and Structure</b>
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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.
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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.
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**FOCUS / COURSE**      **R.PK-12. College and Career Readiness Anchor Standards for Reading**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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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.
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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.
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**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.
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**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.
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**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.
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**FOCUS / COURSE**      **RI.3.      Grade 3 Reading Standards for Informational Text [RI]**

<b>STRAND</b>		<b>Key Ideas and Details</b>
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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.
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**FOCUS / COURSE**      **RI.3.      Grade 3 Reading Standards for Informational Text [RI]**

<b>STRAND</b>		<b>Craft and Structure</b>
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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.)
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**FOCUS / COURSE**      **RI.3.      Grade 3 Reading Standards for Informational Text [RI]**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**FOCUS / COURSE**      **RF.3.      Grade 3 Reading Standards for Foundational Skills [RF]**

<b>STRAND</b>		<b>Phonics and Word Recognition</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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INDICATOR	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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INDICATOR	RF.3.3.b.	Decode words with common Latin suffixes.
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**FOCUS / COURSE**      **RF.3.      Grade 3 Reading Standards for Foundational Skills [RF]**

<b>STRAND</b>		<b>Fluency</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.1.</b>	<b>Write opinion pieces on topics or texts, supporting an opinion with reasons.</b>
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]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.4.</b>	<b>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.)</b>

**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>
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]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
<b>FOCUS / COURSE</b>	<b>W.3.</b>	<b>Grade 3 Writing Standards [W]</b>
<b>STRAND</b>		<b>Range of Writing</b>
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.
<b>FOCUS / COURSE</b>	<b>SL.3.</b>	<b>Grade 3 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.3.1.</b>	<b>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.</b>
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).
<b>FOCUS / COURSE</b>	<b>SL.3.</b>	<b>Grade 3 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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.)
<b>FOCUS / COURSE</b>	<b>L.3.</b>	<b>Grade 3 Language Standards [L]</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.1.</b>	<b>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.)</b>
<b>INDICATOR</b>		<b>Sentence Structure and Meaning</b>
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.
<b>FOCUS / COURSE</b>	<b>L.3.</b>	<b>Grade 3 Language Standards [L]</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>



<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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]**

<b>STRAND</b>		<b>Knowledge of Language</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

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

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.4.</b>	<b>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.</b>

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]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

INDICATOR L.3.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Hannibal's War

Massachusetts Curriculum Frameworks  
Language Arts  
Grade 3 - Adopted: 2017

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

<b>STRAND</b>		<b>Craft and Structure</b>
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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.
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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.
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**FOCUS /  
COURSE**

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

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

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

<b>STRAND</b>		<b>Text Types and Purposes</b>
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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.
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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.
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**FOCUS /  
COURSE**

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

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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**FOCUS /  
COURSE**

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

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

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

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.
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**FOCUS / COURSE**      **SL.PK-12.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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**FOCUS / COURSE**      **L.PK-12.**      **College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**FOCUS / COURSE**      **L.PK-12.**      **College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
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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.
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**FOCUS / COURSE**      **L.PK-12.**      **College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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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.
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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.
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**FOCUS / COURSE**      **RI.3.**      **Grade 3 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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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.
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**FOCUS / COURSE**      **RI.3.      Grade 3 Reading Standards for Informational Text [RI]**

<b>STRAND</b>		<b>Craft and Structure</b>
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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.)
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**FOCUS / COURSE**      **RI.3.      Grade 3 Reading Standards for Informational Text [RI]**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**FOCUS / COURSE**      **RF.3.      Grade 3 Reading Standards for Foundational Skills [RF]**

<b>STRAND</b>		<b>Fluency</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.1.</b>	<b>Write opinion pieces on topics or texts, supporting an opinion with reasons.</b>
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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.
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INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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.
<b>FOCUS / COURSE</b>	<b>W.3.</b>	<b>Grade 3 Writing Standards [W]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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.)
<b>FOCUS / COURSE</b>	<b>W.3.</b>	<b>Grade 3 Writing Standards [W]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>
INDICATOR	W.3.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
<b>FOCUS / COURSE</b>	<b>W.3.</b>	<b>Grade 3 Writing Standards [W]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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.
<b>FOCUS / COURSE</b>	<b>W.3.</b>	<b>Grade 3 Writing Standards [W]</b>
<b>STRAND</b>		<b>Range of Writing</b>
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.
<b>FOCUS / COURSE</b>	<b>SL.3.</b>	<b>Grade 3 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.3.1.</b>	<b>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.</b>
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]**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
STANDARD / CONCEPT / SKILL	L.3.1.	<b>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.)</b>
<b>INDICATOR</b>		<b>Sentence Structure and Meaning</b>
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]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
STANDARD / CONCEPT / SKILL	L.3.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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]**

<b>STRAND</b>		<b>Knowledge of Language</b>
STANDARD / CONCEPT / SKILL	L.3.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

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

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.4.</b>	<b>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.</b>
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INDICATOR L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

INDICATOR L.3.4.e. 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]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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**

<b>STRAND</b>		<b>Craft and Structure</b>
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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**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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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**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

<b>STRAND</b>		<b>Knowledge of Language</b>
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**



STRAND		Vocabulary Acquisition and Use
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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.
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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.
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**FOCUS / COURSE**      **RI.3.**      **Grade 3 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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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.
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**FOCUS / COURSE**      **RI.3.**      **Grade 3 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
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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.)
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**FOCUS / COURSE**      **RI.3.**      **Grade 3 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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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.
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**FOCUS / COURSE**      **RF.3.**      **Grade 3 Reading Standards for Foundational Skills [RF]**

STRAND		Fluency
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STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**FOCUS / COURSE**      **W.3.**      **Grade 3 Writing Standards [W]**

STRAND		Text Types and Purposes
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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.
INDICATOR	W.3.1.d.	Provide a concluding statement or section.

**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.4.</b>	<b>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.)</b>

**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>

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]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.6.</b>	<b>Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</b>

**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Range of Writing</b>
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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]**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.3.1.</b>	<b>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.</b>

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]**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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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]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.1.</b>	<b>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.)</b>

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]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

<b>STRAND</b>		<b>Knowledge of Language</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	L.3.3.a.	Choose words and phrases for effect.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.4.</b>	<b>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.</b>

INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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INDICATOR	L.3.4.e.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
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INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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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Leif Eriksson

**Massachusetts Curriculum Frameworks  
Language Arts  
Grade 3 - Adopted: 2017**

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

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

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

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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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.
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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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.
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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.
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**FOCUS / COURSE**      **RI.3. Grade 3 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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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.
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**FOCUS / COURSE**      **RI.3. Grade 3 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
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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.)
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**FOCUS / COURSE**      **RI.3. Grade 3 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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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.
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**FOCUS / COURSE**      **RF.3.      Grade 3 Reading Standards for Foundational Skills [RF]**

STRAND		Fluency
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.1.</b>	<b>Write opinion pieces on topics or texts, supporting an opinion with reasons.</b>
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
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.4.</b>	<b>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.)</b>

**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>
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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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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).
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **SL.3.      Grade 3 Speaking and Listening Standards [SL]**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.3.1.</b>	<b>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.</b>
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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.)
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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).
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**FOCUS / COURSE**      **SL.3.      Grade 3 Speaking and Listening Standards [SL]**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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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.)
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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.)
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**



<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.1.</b>	<b>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.)</b>
<b>INDICATOR</b>		<b>Sentence Structure and Meaning</b>

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]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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]**

<b>STRAND</b>		<b>Knowledge of Language</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

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

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.4.</b>	<b>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.</b>

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]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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**

<b>STRAND</b>		<b>Craft and Structure</b>
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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.
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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.
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**FOCUS / COURSE**      **R.PK-12. College and Career Readiness Anchor Standards for Reading**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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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.
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

<b>STRAND</b>		<b>Knowledge of Language</b>
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**FOCUS / COURSE**      **RI.3. Grade 3 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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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.
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**FOCUS / COURSE**      **RI.3.**      **Grade 3 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
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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.)
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**FOCUS / COURSE**      **RI.3.**      **Grade 3 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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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.
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**FOCUS / COURSE**      **RF.3.**      **Grade 3 Reading Standards for Foundational Skills [RF]**

STRAND		Fluency
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STANDARD / CONCEPT / SKILL	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**FOCUS / COURSE**      **W.3.**      **Grade 3 Writing Standards [W]**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	<b>W.3.1.</b>	<b>Write opinion pieces on topics or texts, supporting an opinion with reasons.</b>
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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.
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INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
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INDICATOR	W.3.1.d.	Provide a concluding statement or section.
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**FOCUS / COURSE**      **W.3.**      **Grade 3 Writing Standards [W]**

STRAND		Text Types and Purposes
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<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>
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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]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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]**

<b>STRAND</b>		<b>Range of Writing</b>
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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]**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.3.1.</b>	<b>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.</b>
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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.)
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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).
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**FOCUS / COURSE**      **SL.3.      Grade 3 Speaking and Listening Standards [SL]**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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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.)
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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.)
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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STANDARD / CONCEPT / SKILL	L.3.1.	<b>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.)</b>
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<b>INDICATOR</b>		<b>Sentence Structure and Meaning</b>
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EXPECTATION	L.3.1.b.	Ensure subject-verb and pronoun-antecedent agreement.
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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STANDARD / CONCEPT / SKILL	L.3.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
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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).
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Knowledge of Language</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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INDICATOR L.3.3.a. Choose words and phrases for effect.

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

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.4.</b>	<b>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.</b>

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]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

INDICATOR L.3.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

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**

<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	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.
<b>STANDARD / CONCEPT / SKILL</b>	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**

<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / CONCEPT / SKILL</b>	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**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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**

<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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**

<b>STRAND</b>		<b>Range of Writing</b>
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**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>FOCUS / COURSE</b>	<b>L.PK-12. College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND</b>	<b>Knowledge of Language</b>	
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.
<b>FOCUS / COURSE</b>	<b>L.PK-12. College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>	
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.
<b>FOCUS / COURSE</b>	<b>RI.3. Grade 3 Reading Standards for Informational Text [RI]</b>	
<b>STRAND</b>	<b>Key Ideas and Details</b>	
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.
<b>FOCUS / COURSE</b>	<b>RI.3. Grade 3 Reading Standards for Informational Text [RI]</b>	
<b>STRAND</b>	<b>Craft and Structure</b>	
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.)
<b>FOCUS / COURSE</b>	<b>RI.3. Grade 3 Reading Standards for Informational Text [RI]</b>	
<b>STRAND</b>	<b>Integration of Knowledge and Ideas</b>	
STANDARD / CONCEPT / SKILL	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>FOCUS / COURSE</b>	<b>RI.3. Grade 3 Reading Standards for Informational Text [RI]</b>	
<b>STRAND</b>	<b>Range of Reading and Level of Text Complexity</b>	

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.
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**FOCUS / COURSE**      **RF.3.      Grade 3 Reading Standards for Foundational Skills [RF]**

<b>STRAND</b>		<b>Fluency</b>
STANDARD / CONCEPT / SKILL	RF.3.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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]**

<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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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]**

<b>STRAND</b>		<b>Range of Writing</b>
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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]**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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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).
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**FOCUS / COURSE**      **SL.3.      Grade 3 Speaking and Listening Standards [SL]**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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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.)
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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.)
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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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.)
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<b>INDICATOR</b>		<b>Sentence Structure and Meaning</b>
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Knowledge of Language</b>
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STANDARD / CONCEPT / SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	L.3.3.a.	Choose words and phrases for effect.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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INDICATOR	L.3.4.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).
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INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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**

<b>STRAND</b>		<b>Range of Writing</b>
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**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.1.</b>	<b>Write opinion pieces on topics or texts, supporting an opinion with reasons.</b>

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.
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INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
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INDICATOR	W.3.1.d.	Provide a concluding statement or section.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATOR	W.3.2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.
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INDICATOR	W.3.2.d.	Provide a concluding statement or section.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.)
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>

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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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).
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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STANDARD / CONCEPT / SKILL	L.3.1.	<b>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.)</b>
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INDICATOR		<b>Sentence Structure and Meaning</b>
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EXPECTATION	L.3.1.b.	Ensure subject-verb and pronoun-antecedent agreement.
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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STANDARD / CONCEPT / SKILL	L.3.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
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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).
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Knowledge of Language</b>
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STANDARD / CONCEPT / SKILL	L.3.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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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
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>FOCUS / COURSE</b>	<b>L.PK-12. College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>	
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.
<b>FOCUS / COURSE</b>	<b>RI.3. Grade 3 Reading Standards for Informational Text [RI]</b>	
<b>STRAND</b>	<b>Craft and Structure</b>	
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.)
<b>FOCUS / COURSE</b>	<b>RF.3. Grade 3 Reading Standards for Foundational Skills [RF]</b>	
<b>STRAND</b>	<b>Fluency</b>	
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<b>FOCUS / COURSE</b>	<b>W.3. Grade 3 Writing Standards [W]</b>	
<b>STRAND</b>	<b>Production and Distribution of Writing</b>	
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.)
<b>FOCUS / COURSE</b>	<b>W.3. Grade 3 Writing Standards [W]</b>	
<b>STRAND</b>	<b>Range of Writing</b>	
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.
<b>FOCUS / COURSE</b>	<b>SL.3. Grade 3 Speaking and Listening Standards [SL]</b>	
<b>STRAND</b>	<b>Comprehension and Collaboration</b>	
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.3.1.</b>	<b>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.</b>



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.)
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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).
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**FOCUS / COURSE**      **SL.3.      Grade 3 Speaking and Listening Standards [SL]**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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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.)
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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.)
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Knowledge of Language</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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INDICATOR	L.3.3.a.	Choose words and phrases for effect.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.4.</b>	<b>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.</b>
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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).
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INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
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My Friend, Part 2

**Massachusetts Curriculum Frameworks  
Language Arts  
Grade 3 - Adopted: 2017**

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

<b>STRAND</b>		<b>Text Types and Purposes</b>
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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.
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**FOCUS / COURSE**      **W.3. Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.1.</b>	<b>Write opinion pieces on topics or texts, supporting an opinion with reasons.</b>
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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.
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INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
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INDICATOR	W.3.1.d.	Provide a concluding statement or section.
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**FOCUS / COURSE**      **W.3. Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>
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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]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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]**

<b>STRAND</b>		<b>Range of Writing</b>
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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]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.1.</b>	<b>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.)</b>
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<b>INDICATOR</b>		<b>Sentence Structure and Meaning</b>
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.1.</b>	<b>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.)</b>
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<b>INDICATOR</b>		<b>Word Usage</b>
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EXPECTATION	L.3.1.g.	Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
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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).
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Knowledge of Language</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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INDICATOR	L.3.3.a.	Choose words and phrases for effect.
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My House, Part 1

Massachusetts Curriculum Frameworks  
Language Arts  
Grade 3 - Adopted: 2017

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

<b>STRAND</b>		<b>Craft and Structure</b>
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

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.
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**FOCUS / COURSE**      **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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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.
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**FOCUS / COURSE**      **RI.3. Grade 3 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
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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.)
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**FOCUS / COURSE**      **RF.3.      Grade 3 Reading Standards for Foundational Skills [RF]**

<b>STRAND</b>		<b>Fluency</b>
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]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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]**

<b>STRAND</b>		<b>Range of Writing</b>
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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]**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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]**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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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.)
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Knowledge of Language</b>
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]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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., <, >).

My House, Part 2

**Massachusetts Curriculum Frameworks  
Language Arts  
Grade 3 - Adopted: 2017**

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

<b>STRAND</b>		<b>Text Types and Purposes</b>
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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**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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
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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.
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**FOCUS / COURSE****L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**FOCUS / COURSE****W.3. Grade 3 Writing Standards [W]**

STRAND		Text Types and Purposes
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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.
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INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
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INDICATOR	W.3.1.d.	Provide a concluding statement or section.
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**FOCUS / COURSE****W.3. Grade 3 Writing Standards [W]**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR	W.3.2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.
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INDICATOR	W.3.2.d.	Provide a concluding statement or section.
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**FOCUS / COURSE****W.3. Grade 3 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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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.)
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>

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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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).
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.1.</b>	<b>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.)</b>
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<b>INDICATOR</b>		<b>Sentence Structure and Meaning</b>
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.1.</b>	<b>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.)</b>
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<b>INDICATOR</b>		<b>Word Usage</b>
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EXPECTATION	L.3.1.g.	Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
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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).
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Knowledge of Language</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	L.3.3.a.	Choose words and phrases for effect.
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Nile River, Yangtze River

**Massachusetts Curriculum Frameworks  
Language Arts  
Grade 3 - Adopted: 2017**

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

<b>STRAND</b>		<b>Craft and Structure</b>
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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.
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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.
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**FOCUS / COURSE**      **R.PK-12. College and Career Readiness Anchor Standards for Reading**

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

STRAND		Comprehension and Collaboration
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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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.
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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.
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**FOCUS / COURSE**      **RI.3. Grade 3 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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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.
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**FOCUS / COURSE**      **RI.3. Grade 3 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
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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.)
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**FOCUS / COURSE**      **RI.3. Grade 3 Reading Standards for Informational Text [RI]**

STRAND		Integration of Knowledge and Ideas
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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).
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**FOCUS / COURSE**      **RI.3.      Grade 3 Reading Standards for Informational Text [RI]**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**FOCUS / COURSE**      **RF.3.      Grade 3 Reading Standards for Foundational Skills [RF]**

<b>STRAND</b>		<b>Phonics and Word Recognition</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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INDICATOR	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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INDICATOR	RF.3.3.b.	Decode words with common Latin suffixes.
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**FOCUS / COURSE**      **RF.3.      Grade 3 Reading Standards for Foundational Skills [RF]**

<b>STRAND</b>		<b>Fluency</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**FOCUS / COURSE**      **SL.3.      Grade 3 Speaking and Listening Standards [SL]**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.3.1.</b>	<b>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.</b>
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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.)
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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).
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**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.)
<b>FOCUS / COURSE</b>	<b>L.3.</b>	<b>Grade 3 Language Standards [L]</b>

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., <, >).
<b>FOCUS / COURSE</b>	<b>L.3.</b>	<b>Grade 3 Language Standards [L]</b>

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).

Orchestra and Conductor

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	
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Knowledge of Language</b>
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.
<b>FOCUS / COURSE</b>	<b>L.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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.
<b>FOCUS / COURSE</b>	<b>RI.3.</b>	<b>Grade 3 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
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.
<b>FOCUS / COURSE</b>	<b>RI.3.</b>	<b>Grade 3 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Craft and Structure</b>

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.)
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**FOCUS / COURSE**      **RI.3.      Grade 3 Reading Standards for Informational Text [RI]**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**FOCUS / COURSE**      **RF.3.      Grade 3 Reading Standards for Foundational Skills [RF]**

<b>STRAND</b>		<b>Phonics and Word Recognition</b>
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STANDARD / CONCEPT / SKILL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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INDICATOR	RF.3.3.b.	Decode words with common Latin suffixes.
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**FOCUS / COURSE**      **RF.3.      Grade 3 Reading Standards for Foundational Skills [RF]**

<b>STRAND</b>		<b>Fluency</b>
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STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**FOCUS / COURSE**      **SL.3.      Grade 3 Speaking and Listening Standards [SL]**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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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.
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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.)
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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).
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**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.)
<b>FOCUS / COURSE</b>	<b>L.3.</b>	<b>Grade 3 Language Standards [L]</b>

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., <, >).
<b>FOCUS / COURSE</b>	<b>L.3.</b>	<b>Grade 3 Language Standards [L]</b>

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**

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

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

<b>STRAND</b>		<b>Knowledge of Language</b>
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**FOCUS / COURSE**      **RI.3. Grade 3 Reading Standards for Informational Text [RI]**

<b>STRAND</b>		<b>Key Ideas and Details</b>
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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.
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**FOCUS / COURSE**      **RI.3. Grade 3 Reading Standards for Informational Text [RI]**

<b>STRAND</b>		<b>Craft and Structure</b>
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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.)
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**FOCUS / COURSE**      **RI.3. Grade 3 Reading Standards for Informational Text [RI]**

<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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STANDARD / CONCEPT / SKILL	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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**FOCUS / COURSE**      **RI.3.**      **Grade 3 Reading Standards for Informational Text [RI]**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**FOCUS / COURSE**      **RF.3.**      **Grade 3 Reading Standards for Foundational Skills [RF]**

<b>STRAND</b>		<b>Fluency</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**FOCUS / COURSE**      **W.3.**      **Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.)
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**FOCUS / COURSE**      **W.3.**      **Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>
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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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**FOCUS / COURSE**      **W.3.**      **Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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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.
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**FOCUS / COURSE**      **W.3.**      **Grade 3 Writing Standards [W]**

STRAND		Range of Writing
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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.
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**FOCUS / COURSE**      **SL.3.      Grade 3 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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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.
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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.)
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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).
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**FOCUS / COURSE**      **SL.3.      Grade 3 Speaking and Listening Standards [SL]**

STRAND		Presentation of Knowledge and Ideas
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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.)
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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.)
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

STRAND		Conventions of Standard English
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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.)
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INDICATOR		Sentence Structure and Meaning
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

STRAND		Knowledge of Language
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STANDARD / CONCEPT / SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	L.3.3.a.	Choose words and phrases for effect.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.4.</b>	<b>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.</b>
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]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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**

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

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

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

**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.
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
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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.)
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>

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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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).
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.1.</b>	<b>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.)</b>
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<b>INDICATOR</b>		<b>Sentence Structure and Meaning</b>
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
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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).
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Knowledge of Language</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

**Massachusetts Curriculum Frameworks  
Language Arts  
Grade 3 - Adopted: 2017**

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

<b>STRAND</b>		<b>Craft and Structure</b>
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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.
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**FOCUS / COURSE**      **R.PK-12. College and Career Readiness Anchor Standards for Reading**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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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.
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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**

<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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**

<b>STRAND</b>		<b>Range of Writing</b>
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**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

<b>STRAND</b>		<b>Knowledge of Language</b>
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**FOCUS / COURSE**      **RI.3. Grade 3 Reading Standards for Informational Text [RI]**

<b>STRAND</b>		<b>Key Ideas and Details</b>
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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.
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**FOCUS / COURSE**      **RI.3. Grade 3 Reading Standards for Informational Text [RI]**

<b>STRAND</b>		<b>Craft and Structure</b>
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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.)
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**FOCUS / COURSE**      **RI.3. Grade 3 Reading Standards for Informational Text [RI]**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**FOCUS / COURSE**      **RF.3. Grade 3 Reading Standards for Foundational Skills [RF]**

<b>STRAND</b>		<b>Fluency</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**FOCUS / COURSE**      **W.3. Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.1.</b>	<b>Write opinion pieces on topics or texts, supporting an opinion with reasons.</b>

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]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.4.</b>	<b>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.)</b>

**FOCUS / COURSE**      **W.3.**      **Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>

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]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.6.</b>	<b>Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</b>

**FOCUS / COURSE**      **W.3.**      **Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **SL.3.      Grade 3 Speaking and Listening Standards [SL]**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.3.1.	<b>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.</b>

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.)
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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).
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**FOCUS / COURSE**      **SL.3.      Grade 3 Speaking and Listening Standards [SL]**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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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.)
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
STANDARD / CONCEPT / SKILL	L.3.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Knowledge of Language</b>
STANDARD / CONCEPT / SKILL	L.3.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	L.3.3.a.	Choose words and phrases for effect.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD / CONCEPT / SKILL	L.3.4.	<b>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.</b>

INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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INDICATOR	L.3.4.e.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
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INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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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Roman Hoplite, American Quarter Horse

**Massachusetts Curriculum Frameworks  
Language Arts  
Grade 3 - Adopted: 2017**

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

<b>STRAND</b>		<b>Craft and Structure</b>
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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.
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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.
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**FOCUS / COURSE**      **R.PK-12. College and Career Readiness Anchor Standards for Reading**

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

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>FOCUS / COURSE</b>	<b>L.PK-12. College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND</b>	<b>Knowledge of Language</b>	
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.
<b>FOCUS / COURSE</b>	<b>L.PK-12. College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>	
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.
<b>FOCUS / COURSE</b>	<b>RI.3. Grade 3 Reading Standards for Informational Text [RI]</b>	
<b>STRAND</b>	<b>Key Ideas and Details</b>	
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.
<b>FOCUS / COURSE</b>	<b>RI.3. Grade 3 Reading Standards for Informational Text [RI]</b>	
<b>STRAND</b>	<b>Craft and Structure</b>	
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.)
<b>FOCUS / COURSE</b>	<b>RI.3. Grade 3 Reading Standards for Informational Text [RI]</b>	
<b>STRAND</b>	<b>Range of Reading and Level of Text Complexity</b>	
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.
<b>FOCUS / COURSE</b>	<b>RF.3. Grade 3 Reading Standards for Foundational Skills [RF]</b>	
<b>STRAND</b>	<b>Fluency</b>	

<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>

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]**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.3.1.</b>	<b>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.</b>

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]**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.3.4.</b>	<b>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.)</b>

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]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.1.</b>	<b>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.)</b>

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

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.4.</b>	<b>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.</b>

INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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INDICATOR	L.3.4.e.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
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INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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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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**

<b>STRAND</b>		<b>Craft and Structure</b>
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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.
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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.
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**FOCUS / COURSE**      **R.PK-12. College and Career Readiness Anchor Standards for Reading**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**



STRAND		Text Types and Purposes
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

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.
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**FOCUS / COURSE**      **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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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.
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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.
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**FOCUS / COURSE**      **RI.3.      Grade 3 Reading Standards for Informational Text [RI]**

<b>STRAND</b>		<b>Key Ideas and Details</b>
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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.
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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.
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**FOCUS / COURSE**      **RI.3.      Grade 3 Reading Standards for Informational Text [RI]**

<b>STRAND</b>		<b>Craft and Structure</b>
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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.)
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**FOCUS / COURSE**      **RI.3.      Grade 3 Reading Standards for Informational Text [RI]**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**FOCUS / COURSE**      **RF.3.      Grade 3 Reading Standards for Foundational Skills [RF]**

<b>STRAND</b>		<b>Fluency</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.)
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>

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]**

<b>STRAND</b>		<b>Range of Writing</b>
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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]**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.3.1.</b>	<b>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.</b>

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]**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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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]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.1.</b>	<b>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.)</b>

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

<b>STRAND</b>		<b>Knowledge of Language</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	L.3.3.a.	Choose words and phrases for effect.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.4.</b>	<b>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.</b>

INDICATOR	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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INDICATOR	L.3.4.e.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
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INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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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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**

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

<b>STANDARD / CONCEPT / SKILL</b>	<b>W.PK-12.3.</b>	<b>Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.</b>
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**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.
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**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.
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**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.
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INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
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INDICATOR	W.3.1.d.	Provide a concluding statement or section.
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**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.
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INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.
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INDICATOR	W.3.2.d.	Provide a concluding statement or section.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.)
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>
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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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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).
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.1.</b>	<b>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.)</b>
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<b>INDICATOR</b>		<b>Sentence Structure and Meaning</b>
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
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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).
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Knowledge of Language</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

<b>STRAND</b>		<b>Key Ideas and Details</b>
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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.
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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.
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STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**FOCUS / COURSE**      **R.PK-12. College and Career Readiness Anchor Standards for Reading**

<b>STRAND</b>		<b>Craft and Structure</b>
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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.
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STANDARD / CONCEPT / SKILL	R.PK- 12.6.	Assess how point of view or purpose shapes the content and style of a text.
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**FOCUS / COURSE**      **R.PK-12. College and Career Readiness Anchor Standards for Reading**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**FOCUS / COURSE****L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
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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.
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**FOCUS / COURSE****L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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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.
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**FOCUS / COURSE****RL.3. Grade 3 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
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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.
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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.
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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.
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**FOCUS / COURSE****RL.3. Grade 3 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
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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.)
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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.
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STANDARD / CONCEPT / SKILL	RL.3.6.	Distinguish their own point of view from that of a text's narrator or those of its characters.
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**FOCUS / COURSE****RL.3. Grade 3 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
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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).
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**FOCUS / COURSE**      **RL.3.      Grade 3 Reading Standards for Literature [RL]**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**FOCUS / COURSE**      **RF.3.      Grade 3 Reading Standards for Foundational Skills [RF]**

<b>STRAND</b>		<b>Fluency</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.3.</b>	<b>Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.</b>
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INDICATOR	W.3.3.a.	Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
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INDICATOR	W.3.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.
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INDICATOR	W.3.3.e.	Provide a sense of closure.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.)
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>
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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]**

<b>STRAND</b>		<b>Range of Writing</b>
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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]**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.3.1.</b>	<b>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.</b>
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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]**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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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]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.1.</b>	<b>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.)</b>
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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]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.4.</b>	<b>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.</b>

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]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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**

<b>STRAND</b>		<b>Key Ideas and Details</b>
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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**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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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**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
<b>FOCUS / COURSE</b>	<b>W.PK-12. College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
<b>FOCUS / COURSE</b>	<b>W.PK-12. College and Career Readiness Anchor Standards for Writing</b>	
<b>STRAND</b>		<b>Range of Writing</b>
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.
<b>FOCUS / COURSE</b>	<b>L.PK-12. College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND</b>		<b>Conventions of Standard English</b>
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.
<b>FOCUS / COURSE</b>	<b>RL.3. Grade 3 Reading Standards for Literature [RL]</b>	
<b>STRAND</b>		<b>Key Ideas and Details</b>
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.
<b>FOCUS / COURSE</b>	<b>RF.3. Grade 3 Reading Standards for Foundational Skills [RF]</b>	
<b>STRAND</b>		<b>Fluency</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.3.</b>	<b>Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.</b>

INDICATOR	W.3.3.a.	Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
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INDICATOR	W.3.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.
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INDICATOR	W.3.3.e.	Provide a sense of closure.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.)
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>
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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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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **SL.3.      Grade 3 Speaking and Listening Standards [SL]**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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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.)
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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.)
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.1.</b>	<b>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.)</b>
<b>INDICATOR</b>		<b>Sentence Structure and Meaning</b>

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

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
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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).
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Knowledge of Language</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	L.3.3.a.	Choose words and phrases for effect.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.4.</b>	<b>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.</b>

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).
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INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
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The Theft of Thor's Hammer, Part 1
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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		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.

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



STRAND		Production and Distribution of Writing
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

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.
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**FOCUS / COURSE**      **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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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.
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**FOCUS / COURSE**      **RL.3. Grade 3 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
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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.
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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.
<b>FOCUS / COURSE</b>	<b>RL.3.</b>	<b>Grade 3 Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
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.
<b>FOCUS / COURSE</b>	<b>RL.3.</b>	<b>Grade 3 Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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).
<b>FOCUS / COURSE</b>	<b>RL.3.</b>	<b>Grade 3 Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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.
<b>FOCUS / COURSE</b>	<b>RF.3.</b>	<b>Grade 3 Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Phonics and Word Recognition</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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.
<b>FOCUS / COURSE</b>	<b>RF.3.</b>	<b>Grade 3 Reading Standards for Foundational Skills [RF]</b>

<b>STRAND</b>		<b>Fluency</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.3.</b>	<b>Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.</b>

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]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>

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]**

<b>STRAND</b>		<b>Range of Writing</b>
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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.	<b>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.</b>
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		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.3.4.	<b>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.</b>
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.	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

The Theft of Thor's Hammer, Part 2

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

STRAND		Key Ideas and Details
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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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.
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STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**FOCUS / COURSE**      **RL.3.      Grade 3 Reading Standards for Literature [RL]**

<b>STRAND</b>		<b>Key Ideas and Details</b>
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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.
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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.
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**FOCUS / COURSE**      **RF.3.      Grade 3 Reading Standards for Foundational Skills [RF]**

<b>STRAND</b>		<b>Phonics and Word Recognition</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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INDICATOR	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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INDICATOR	RF.3.3.b.	Decode words with common Latin suffixes.
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**FOCUS / COURSE**      **RF.3.      Grade 3 Reading Standards for Foundational Skills [RF]**

<b>STRAND</b>		<b>Fluency</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.3.</b>	<b>Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.</b>
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INDICATOR	W.3.3.a.	Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
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INDICATOR	W.3.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.
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INDICATOR	W.3.3.e.	Provide a sense of closure.
<b>FOCUS / COURSE</b>	<b>W.3.</b>	<b>Grade 3 Writing Standards [W]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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.)
<b>FOCUS / COURSE</b>	<b>W.3.</b>	<b>Grade 3 Writing Standards [W]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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).
<b>FOCUS / COURSE</b>	<b>W.3.</b>	<b>Grade 3 Writing Standards [W]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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.
<b>FOCUS / COURSE</b>	<b>W.3.</b>	<b>Grade 3 Writing Standards [W]</b>
<b>STRAND</b>		<b>Range of Writing</b>
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.
<b>FOCUS / COURSE</b>	<b>SL.3.</b>	<b>Grade 3 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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.)
<b>FOCUS / COURSE</b>	<b>L.3.</b>	<b>Grade 3 Language Standards [L]</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>

<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.1.</b>	<b>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.)</b>
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<b>INDICATOR</b>		<b>Sentence Structure and Meaning</b>
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EXPECTATION	L.3.1.b.	Ensure subject-verb and pronoun-antecedent agreement.
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
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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).
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Knowledge of Language</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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INDICATOR	L.3.3.a.	Choose words and phrases for effect.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.4.</b>	<b>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.</b>
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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).
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INDICATOR	L.3.4.f.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
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Tornadoes



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

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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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.
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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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.
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STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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**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.
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**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.
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**FOCUS / COURSE****RI.3. Grade 3 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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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.
<b>FOCUS / COURSE</b>	<b>RI.3.</b>	<b>Grade 3 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
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.)
<b>FOCUS / COURSE</b>	<b>RI.3.</b>	<b>Grade 3 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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.
<b>FOCUS / COURSE</b>	<b>RF.3.</b>	<b>Grade 3 Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Phonics and Word Recognition</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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.
<b>FOCUS / COURSE</b>	<b>RF.3.</b>	<b>Grade 3 Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Fluency</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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.
<b>FOCUS / COURSE</b>	<b>W.3.</b>	<b>Grade 3 Writing Standards [W]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.1.</b>	<b>Write opinion pieces on topics or texts, supporting an opinion with reasons.</b>

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.
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INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATOR	W.3.2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.)
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>

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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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **SL.3.      Grade 3 Speaking and Listening Standards [SL]**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.3.1.</b>	<b>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.</b>

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]**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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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]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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**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]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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**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]**

<b>STRAND</b>		<b>Knowledge of Language</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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INDICATOR L.3.3.a. Choose words and phrases for effect.

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

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.4.</b>	<b>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.</b>
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INDICATOR L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

INDICATOR L.3.4.e. 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]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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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**

<b>STRAND</b>		<b>Craft and Structure</b>
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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**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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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
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

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.
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**FOCUS / COURSE**      **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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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.
<b>FOCUS / COURSE</b>	<b>RI.3.</b>	<b>Grade 3 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
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.
<b>FOCUS / COURSE</b>	<b>RI.3.</b>	<b>Grade 3 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
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.)
<b>FOCUS / COURSE</b>	<b>RI.3.</b>	<b>Grade 3 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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).
<b>FOCUS / COURSE</b>	<b>RI.3.</b>	<b>Grade 3 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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.
<b>FOCUS / COURSE</b>	<b>RF.3.</b>	<b>Grade 3 Reading Standards for Foundational Skills [RF]</b>
<b>STRAND</b>		<b>Fluency</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>



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]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.)
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **SL.3.      Grade 3 Speaking and Listening Standards [SL]**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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STANDARD / CONCEPT / SKILL	SL.3.1.	<b>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.</b>
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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.)
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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).
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**FOCUS / COURSE**      **SL.3.      Grade 3 Speaking and Listening Standards [SL]**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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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.)
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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.)
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Knowledge of Language</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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INDICATOR L.3.3.a. Choose words and phrases for effect.

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

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.4.</b>	<b>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.</b>
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INDICATOR L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

INDICATOR L.3.4.e. 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]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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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

**Massachusetts Curriculum Frameworks  
Language Arts**

Grade 3 - Adopted: 2017

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

<b>STRAND</b>		<b>Text Types and Purposes</b>
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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**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**FOCUS / COURSE**      **W.3. Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.1.</b>	<b>Write opinion pieces on topics or texts, supporting an opinion with reasons.</b>
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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.
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INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
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INDICATOR	W.3.1.d.	Provide a concluding statement or section.
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**FOCUS / COURSE**      **W.3. Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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INDICATOR	W.3.2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.
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INDICATOR	W.3.2.d.	Provide a concluding statement or section.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.)
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>
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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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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).
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.1.</b>	<b>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.)</b>
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<b>INDICATOR</b>		<b>Sentence Structure and Meaning</b>
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
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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).
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Knowledge of Language</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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INDICATOR	L.3.3.a.	Choose words and phrases for effect.
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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**

<b>STRAND</b>		<b>Craft and Structure</b>
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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.
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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.
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**FOCUS / COURSE**      **R.PK-12. College and Career Readiness Anchor Standards for Reading**

<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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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.
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**FOCUS / COURSE**      **R.PK-12. College and Career Readiness Anchor Standards for Reading**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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**FOCUS / COURSE**      **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STANDARD / CONCEPT / SKILL	STANDARD / CONCEPT / SKILL	STANDARD / CONCEPT / SKILL
		<b>Text Types and Purposes</b>
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**

STANDARD / CONCEPT / SKILL	STANDARD / CONCEPT / SKILL	STANDARD / CONCEPT / SKILL
		<b>Production and Distribution of Writing</b>
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**

STANDARD / CONCEPT / SKILL	STANDARD / CONCEPT / SKILL	STANDARD / CONCEPT / SKILL
		<b>Research to Build and Present Knowledge</b>
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**

STANDARD / CONCEPT / SKILL	STANDARD / CONCEPT / SKILL	STANDARD / CONCEPT / SKILL
		<b>Range of Writing</b>
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**

STANDARD / CONCEPT / SKILL	STANDARD / CONCEPT / SKILL	STANDARD / CONCEPT / SKILL
		<b>Comprehension and Collaboration</b>
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	STANDARD / CONCEPT / SKILL	STANDARD / CONCEPT / SKILL
		<b>Conventions of Standard English</b>
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**

STANDARD / CONCEPT / SKILL	STANDARD / CONCEPT / SKILL	STANDARD / CONCEPT / SKILL
		<b>Knowledge of Language</b>

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.
<b>FOCUS / COURSE</b>	<b>L.PK-12. College and Career Readiness Anchor Standards for Language</b>	
<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>	
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.
<b>FOCUS / COURSE</b>	<b>RI.3. Grade 3 Reading Standards for Informational Text [RI]</b>	
<b>STRAND</b>	<b>Key Ideas and Details</b>	
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.
<b>FOCUS / COURSE</b>	<b>RI.3. Grade 3 Reading Standards for Informational Text [RI]</b>	
<b>STRAND</b>	<b>Craft and Structure</b>	
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.)
<b>FOCUS / COURSE</b>	<b>RI.3. Grade 3 Reading Standards for Informational Text [RI]</b>	
<b>STRAND</b>	<b>Integration of Knowledge and Ideas</b>	
STANDARD / CONCEPT / SKILL	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>FOCUS / COURSE</b>	<b>RI.3. Grade 3 Reading Standards for Informational Text [RI]</b>	
<b>STRAND</b>	<b>Range of Reading and Level of Text Complexity</b>	
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.
<b>FOCUS / COURSE</b>	<b>RF.3. Grade 3 Reading Standards for Foundational Skills [RF]</b>	
<b>STRAND</b>	<b>Fluency</b>	

<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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INDICATOR	RF.3.4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	RF.3.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.)
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>
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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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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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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.
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**FOCUS / COURSE**      **W.3.      Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **SL.3.      Grade 3 Speaking and Listening Standards [SL]**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.3.1.</b>	<b>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.</b>
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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.)
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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).
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**FOCUS / COURSE**      **SL.3.      Grade 3 Speaking and Listening Standards [SL]**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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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.)
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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.)
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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STANDARD / CONCEPT / SKILL	L.3.1.	<b>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.)</b>
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<b>INDICATOR</b>		<b>Sentence Structure and Meaning</b>
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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.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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STANDARD / CONCEPT / SKILL	L.3.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	L.3.2.b.	Capitalize appropriate words in titles.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Knowledge of Language</b>
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STANDARD / CONCEPT / SKILL	L.3.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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INDICATOR	L.3.3.a.	Choose words and phrases for effect.
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**FOCUS / COURSE**      **L.3.      Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.4.</b>	<b>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.</b>
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INDICATOR L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

INDICATOR L.3.4.e. 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]**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **L.PK-12. College and Career Readiness Anchor Standards for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**FOCUS / COURSE**      **RF.3. Grade 3 Reading Standards for Foundational Skills [RF]**

<b>STRAND</b>		<b>Phonics and Word Recognition</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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INDICATOR	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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INDICATOR	RF.3.3.b.	Decode words with common Latin suffixes.
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**FOCUS / COURSE**      **W.3. Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.1.</b>	<b>Write opinion pieces on topics or texts, supporting an opinion with reasons.</b>
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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.
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INDICATOR	W.3.1.b.	Provide reasons that support the opinion.
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INDICATOR	W.3.1.d.	Provide a concluding statement or section.
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**FOCUS / COURSE**      **W.3. Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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INDICATOR	W.3.2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, and details.
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INDICATOR	W.3.2.d.	Provide a concluding statement or section.
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**FOCUS / COURSE**      **W.3.**      **Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.)
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**FOCUS / COURSE**      **W.3.**      **Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>W.3.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, and editing.</b>
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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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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).
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**FOCUS / COURSE**      **W.3.**      **Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Production and Distribution of Writing</b>
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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.
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**FOCUS / COURSE**      **W.3.**      **Grade 3 Writing Standards [W]**

<b>STRAND</b>		<b>Range of Writing</b>
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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.
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**FOCUS / COURSE**      **L.3.**      **Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
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<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.1.</b>	<b>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.)</b>
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<b>INDICATOR</b>		<b>Sentence Structure and Meaning</b>
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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.
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**FOCUS / COURSE**      **L.3.**      **Grade 3 Language Standards [L]**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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]**

<b>STRAND</b>		<b>Knowledge of Language</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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