

Main Criteria: Adventures in Writing
Secondary Criteria: Mississippi College & Career Readiness Standards
Subject: Language Arts
Grade: 3

Adventures in Writing

Benjamin Franklin's Lightning Rod

Mississippi College & Career Readiness Standards
Language Arts
 Grade 3 - Adopted: 2016

THEME **Reading Informational Text**

SUBJECT		Key Ideas and Details
STANDARD	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

THEME **Reading Informational Text**

SUBJECT		Craft and Structure
STANDARD	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.

THEME **Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
STANDARD	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).

THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

THEME **Reading Foundational Skills**

SUBJECT		Fluency
STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.3.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.3.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

THEME **Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVE	W.3.2a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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OBJECTIVE	W.3.2b.	Develop the topic with facts, definitions, and details.
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THEME Writing

SUBJECT		Production and Distribution of Writing
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STANDARD	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).
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STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).
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STANDARD	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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THEME Writing

SUBJECT		Range of Writing
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STANDARD	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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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE	SL.3.1a.	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.
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OBJECTIVE	SL.3.1b.	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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OBJECTIVE	SL.3.1c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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OBJECTIVE	SL.3.1d.	Explain their own ideas and understanding in light of the discussion.
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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.3.1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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OBJECTIVE	L.3.1h.	Use coordinating and subordinating conjunctions.
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THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.3.2a.	Capitalize appropriate words in titles.
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OBJECTIVE	L.3.2e.	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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OBJECTIVE	L.3.2f.	Use spelling patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.3.3a.	Choose words and phrases for effect.
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THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
Dolphins		

Mississippi College & Career Readiness Standards**Language Arts**

Grade 3 - Adopted: 2016

THEME**Reading Informational Text**

SUBJECT		Key Ideas and Details
STANDARD	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

THEME**Reading Informational Text**

SUBJECT		Craft and Structure
STANDARD	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.

THEME**Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
STANDARD	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).

THEME**Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

THEME**Reading Foundational Skills**

SUBJECT		Phonics and Word Recognition
STANDARD	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	RF.3.3a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
OBJECTIVE	RF.3.3b.	Decode words with common Latin suffixes.

THEME**Reading Foundational Skills**

SUBJECT		Fluency
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STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE RF.3.4a. Read grade-level text with purpose and understanding.

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

THEME Writing

SUBJECT		Text Types and Purposes
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STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

OBJECTIVE W.3.2b. Develop the topic with facts, definitions, and details.

THEME Writing

SUBJECT		Production and Distribution of Writing
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STANDARD W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).

STANDARD W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).

STANDARD W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

THEME Writing

SUBJECT		Range of Writing
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STANDARD 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.

THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE SL.3.1a. 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.

OBJECTIVE SL.3.1b. 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).

OBJECTIVE SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

OBJECTIVE SL.3.1d. Explain their own ideas and understanding in light of the discussion.

THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
STANDARD	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.3.1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
OBJECTIVE	L.3.1d.	Form and use regular and irregular verbs.

THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.3.2a.	Capitalize appropriate words in titles.
OBJECTIVE	L.3.2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
OBJECTIVE	L.3.2f.	Use spelling patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.3.3a.	Choose words and phrases for effect.

THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.3.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.3.4b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
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OBJECTIVE	L.3.5a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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Hagia Sophia

**Mississippi College & Career Readiness Standards
Language Arts
Grade 3 - Adopted: 2016**

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD	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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THEME Reading Informational Text

SUBJECT		Craft and Structure
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THEME Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
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STANDARD	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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STANDARD	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).
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THEME Reading Informational Text

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THEME **Reading Foundational Skills**

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

OBJECTIVE RF.3.3a. Identify and know the meaning of the most common prefixes and derivational suffixes.

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THEME **Reading Foundational Skills**

SUBJECT		Fluency
STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

THEME **Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVE W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

OBJECTIVE W.3.2b. Develop the topic with facts, definitions, and details.

THEME **Writing**

SUBJECT		Production and Distribution of Writing
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STANDARD W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).

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STANDARD W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

THEME **Writing**

SUBJECT		Range of Writing
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STANDARD 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.

THEME **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE	SL.3.1a.	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.
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OBJECTIVE	SL.3.1b.	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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OBJECTIVE	SL.3.1c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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OBJECTIVE	SL.3.1d.	Explain their own ideas and understanding in light of the discussion.
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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.3.1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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OBJECTIVE	L.3.1d.	Form and use regular and irregular verbs.
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OBJECTIVE	L.3.2e.	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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OBJECTIVE	L.3.2f.	Use spelling patterns and generalizations (word families, position- based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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THEME Language

SUBJECT		Knowledge of Language
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OBJECTIVE	L.3.4b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Hannibal's War

**Mississippi College & Career Readiness Standards
Language Arts
Grade 3 - Adopted: 2016**

THEME Reading Informational Text

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OBJECTIVE	RF.3.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.3.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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OBJECTIVE	SL.3.1a.	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.
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OBJECTIVE	SL.3.1b.	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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OBJECTIVE	SL.3.1c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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OBJECTIVE	SL.3.1d.	Explain their own ideas and understanding in light of the discussion.
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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.3.1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.3.2e.	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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OBJECTIVE	L.3.2f.	Use spelling patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.3.3a.	Choose words and phrases for effect.
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THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

John Muir

**Mississippi College & Career Readiness Standards
Language Arts
Grade 3 - Adopted: 2016**

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
STANDARD	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

THEME Reading Informational Text

SUBJECT		Craft and Structure
STANDARD	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.

THEME **Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
STANDARD	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).

THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

THEME **Reading Foundational Skills**

SUBJECT		Fluency
STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.3.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.3.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

THEME **Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.3.2a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
OBJECTIVE	W.3.2b.	Develop the topic with facts, definitions, and details.

THEME **Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).
STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).
STANDARD	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

THEME **Writing**

SUBJECT		Range of Writing
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STANDARD	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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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE	SL.3.1a.	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.
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OBJECTIVE	SL.3.1b.	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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OBJECTIVE	SL.3.1c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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OBJECTIVE	SL.3.1d.	Explain their own ideas and understanding in light of the discussion.
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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.3.1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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OBJECTIVE	L.3.1d.	Form and use regular and irregular verbs.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.3.2a.	Capitalize appropriate words in titles.
OBJECTIVE	L.3.2b.	Use commas in addresses.
OBJECTIVE	L.3.2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
OBJECTIVE	L.3.2f.	Use spelling patterns and generalizations (word families, position- based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Leif Eriksson

Mississippi College & Career Readiness Standards

Language Arts

Grade 3 - Adopted: 2016

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

THEME Reading Informational Text

SUBJECT		Craft and Structure
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STANDARD	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.
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THEME **Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
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STANDARD	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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STANDARD	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).
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THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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THEME **Reading Foundational Skills**

SUBJECT		Fluency
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STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE	RF.3.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.3.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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THEME **Writing**

SUBJECT		Text Types and Purposes
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STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE	W.3.2a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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OBJECTIVE	W.3.2b.	Develop the topic with facts, definitions, and details.
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THEME **Writing**

SUBJECT		Production and Distribution of Writing
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STANDARD	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).
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STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).
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STANDARD	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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THEME **Writing**

SUBJECT		Range of Writing
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STANDARD 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.

THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE SL.3.1a. 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.

OBJECTIVE SL.3.1b. 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).

OBJECTIVE SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

OBJECTIVE SL.3.1d. Explain their own ideas and understanding in light of the discussion.

THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

STANDARD SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE L.3.1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

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

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

THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

OBJECTIVE L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

OBJECTIVE L.3.2f. Use spelling patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Magnets

Mississippi College & Career Readiness Standards
Language Arts
 Grade 3 - Adopted: 2016

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
STANDARD	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

THEME Reading Informational Text

SUBJECT		Craft and Structure
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STANDARD	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.
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THEME **Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
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STANDARD	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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STANDARD	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).
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THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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THEME **Reading Foundational Skills**

SUBJECT		Fluency
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STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE	RF.3.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.3.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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THEME **Writing**

SUBJECT		Text Types and Purposes
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STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE	W.3.2a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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OBJECTIVE	W.3.2b.	Develop the topic with facts, definitions, and details.
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THEME **Writing**

SUBJECT		Production and Distribution of Writing
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STANDARD	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).
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STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).
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STANDARD	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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THEME Writing

SUBJECT	Range of Writing	
STANDARD	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.

THEME Speaking and Listening

SUBJECT	Comprehension and Collaboration	
STANDARD	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.
OBJECTIVE	SL.3.1a.	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.
OBJECTIVE	SL.3.1b.	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).
OBJECTIVE	SL.3.1c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
OBJECTIVE	SL.3.1d.	Explain their own ideas and understanding in light of the discussion.

THEME Speaking and Listening

SUBJECT	Comprehension and Collaboration	
STANDARD	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

THEME Speaking and Listening

SUBJECT	Presentation of Knowledge and Ideas	
STANDARD	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

THEME Language

SUBJECT	Conventions of Standard English	
STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.3.1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
OBJECTIVE	L.3.1d.	Form and use regular and irregular verbs.
OBJECTIVE	L.3.1f.	Ensure subject-verb and pronoun-antecedent agreement.

THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

OBJECTIVE L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

OBJECTIVE L.3.2f. Use spelling patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Mayflower, Part 1

Mississippi College & Career Readiness Standards
Language Arts
Grade 3 - Adopted: 2016

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

THEME **Reading Informational Text**

SUBJECT		Craft and Structure
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STANDARD	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.
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THEME **Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
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STANDARD	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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STANDARD	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).
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STANDARD	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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THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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THEME **Reading Foundational Skills**

SUBJECT		Fluency
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STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE	RF.3.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.3.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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THEME **Writing**

SUBJECT		Production and Distribution of Writing
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STANDARD	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).
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STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).
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THEME **Writing**

SUBJECT		Research to Build and Present Knowledge
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STANDARD	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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THEME **Writing**

SUBJECT		Range of Writing
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STANDARD 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.

THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE SL.3.1a. 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.

OBJECTIVE SL.3.1b. 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).

OBJECTIVE SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

OBJECTIVE SL.3.1d. Explain their own ideas and understanding in light of the discussion.

THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

STANDARD SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE L.3.1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.3.3a.	Choose words and phrases for effect.
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THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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Mayflower, Part 2

**Mississippi College & Career Readiness Standards
Language Arts
Grade 3 - Adopted: 2016**

THEME Writing

SUBJECT		Text Types and Purposes
STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVE	W.3.2a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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OBJECTIVE	W.3.2b.	Develop the topic with facts, definitions, and details.
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THEME Writing

SUBJECT		Production and Distribution of Writing
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STANDARD	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).
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STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).
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STANDARD	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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THEME Writing

SUBJECT		Range of Writing
STANDARD	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.

THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.3.1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
OBJECTIVE	L.3.1d.	Form and use regular and irregular verbs.
OBJECTIVE	L.3.1f.	Ensure subject-verb and pronoun-antecedent agreement.

THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.3.2a.	Capitalize appropriate words in titles.
OBJECTIVE	L.3.2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
OBJECTIVE	L.3.2f.	Use spelling patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.3.3a.	Choose words and phrases for effect.

My Friend, Part 1

Mississippi College & Career Readiness Standards
Language Arts
 Grade 3 - Adopted: 2016

THEME Reading Informational Text

SUBJECT		Craft and Structure
STANDARD	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.

THEME Writing

SUBJECT		Text Types and Purposes
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STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

THEME Writing

SUBJECT		Production and Distribution of Writing
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STANDARD W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).

STANDARD W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).

THEME Writing

SUBJECT		Range of Writing
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STANDARD 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.

THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE SL.3.1a. 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.

OBJECTIVE SL.3.1b. 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).

OBJECTIVE SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

OBJECTIVE SL.3.1d. Explain their own ideas and understanding in light of the discussion.

THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

STANDARD SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations).

THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE L.3.3a. Choose words and phrases for effect.

THEME Language

SUBJECT	Vocabulary Acquisition and Use
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STANDARD L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

My Friend, Part 2

Mississippi College & Career Readiness Standards

Language Arts

Grade 3 - Adopted: 2016

THEME Writing

SUBJECT	Text Types and Purposes
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STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

OBJECTIVE W.3.2b. Develop the topic with facts, definitions, and details.

THEME Writing

SUBJECT	Production and Distribution of Writing
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STANDARD W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).

STANDARD W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).

STANDARD W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

THEME Writing

SUBJECT	Range of Writing
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STANDARD 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.

THEME Language

SUBJECT	Conventions of Standard English
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STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE L.3.1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

OBJECTIVE	L.3.1d.	Form and use regular and irregular verbs.
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THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.3.2a.	Capitalize appropriate words in titles.
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OBJECTIVE	L.3.2e.	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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OBJECTIVE	L.3.2f.	Use spelling patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.3.3a.	Choose words and phrases for effect.
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My House, Part 1

**Mississippi College & Career Readiness Standards
Language Arts
Grade 3 - Adopted: 2016**

THEME Reading Informational Text

SUBJECT		Craft and Structure
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STANDARD	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.
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THEME Writing

SUBJECT		Text Types and Purposes
STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVE	W.3.2a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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THEME Writing

SUBJECT		Production and Distribution of Writing
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STANDARD	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).
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STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).
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THEME Writing

SUBJECT		Range of Writing
STANDARD	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.

THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
STANDARD	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.
OBJECTIVE	SL.3.1a.	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.
OBJECTIVE	SL.3.1b.	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).
OBJECTIVE	SL.3.1c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
OBJECTIVE	SL.3.1d.	Explain their own ideas and understanding in light of the discussion.

THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.3.3a.	Choose words and phrases for effect.

THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

THEME Writing

SUBJECT		Text Types and Purposes
STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVE W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

OBJECTIVE W.3.2b. Develop the topic with facts, definitions, and details.

THEME Writing

SUBJECT		Production and Distribution of Writing
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STANDARD W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).

STANDARD W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).

STANDARD W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

THEME Writing

SUBJECT		Range of Writing
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STANDARD 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.

THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE L.3.1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

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

THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE L.3.2a. Capitalize appropriate words in titles.

OBJECTIVE L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

OBJECTIVE	L.3.2f.	Use spelling patterns and generalizations (word families, position- based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

**Mississippi College & Career Readiness Standards
Language Arts
Grade 3 - Adopted: 2016**

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD	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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THEME Reading Informational Text

SUBJECT		Craft and Structure
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STANDARD	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.
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THEME Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
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STANDARD	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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STANDARD	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).
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THEME Reading Informational Text

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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THEME Reading Foundational Skills

SUBJECT		Phonics and Word Recognition
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STANDARD	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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OBJECTIVE	RF.3.3a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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OBJECTIVE	RF.3.3b.	Decode words with common Latin suffixes.
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THEME **Reading Foundational Skills**

SUBJECT		Fluency
STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

THEME **Writing**

SUBJECT		Production and Distribution of Writing
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STANDARD W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3).

THEME **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE SL.3.1a. 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.

OBJECTIVE SL.3.1b. 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).

OBJECTIVE SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

OBJECTIVE SL.3.1d. Explain their own ideas and understanding in light of the discussion.

THEME **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
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STANDARD SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

THEME **Speaking and Listening**

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

STANDARD SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations).

THEME **Language**

SUBJECT		Conventions of Standard English
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STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE L.3.4a. Use sentence-level context as a clue to the meaning of a word or phrase.

OBJECTIVE L.3.4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
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OBJECTIVE L.3.5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Orchestra and Conductor

**Mississippi College & Career Readiness Standards
Language Arts
Grade 3 - Adopted: 2016**

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

THEME Reading Informational Text

SUBJECT		Craft and Structure
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STANDARD 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.

THEME Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
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STANDARD RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

STANDARD	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).
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THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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THEME **Reading Foundational Skills**

SUBJECT		Phonics and Word Recognition
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STANDARD	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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OBJECTIVE	RF.3.3a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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OBJECTIVE	RF.3.3b.	Decode words with common Latin suffixes.
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THEME **Reading Foundational Skills**

SUBJECT		Fluency
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STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE	RF.3.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.3.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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THEME **Writing**

SUBJECT		Production and Distribution of Writing
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STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).
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THEME **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE	SL.3.1a.	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.
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OBJECTIVE	SL.3.1b.	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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OBJECTIVE	SL.3.1c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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OBJECTIVE	SL.3.1d.	Explain their own ideas and understanding in light of the discussion.
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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

STANDARD SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE L.3.4a. Use sentence-level context as a clue to the meaning of a word or phrase.

OBJECTIVE L.3.4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

THEME Language

SUBJECT		Vocabulary Acquisition and Use
----------------	--	---------------------------------------

STANDARD	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
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OBJECTIVE L.3.5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

THEME Language

SUBJECT		Vocabulary Acquisition and Use
----------------	--	---------------------------------------

STANDARD L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

THEME **Reading Informational Text**

SUBJECT		Key Ideas and Details
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STANDARD	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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THEME **Reading Informational Text**

SUBJECT		Craft and Structure
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STANDARD	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.
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THEME **Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
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STANDARD	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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STANDARD	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).
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STANDARD	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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THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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THEME **Reading Foundational Skills**

SUBJECT		Fluency
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STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE	RF.3.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.3.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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THEME **Writing**

SUBJECT		Production and Distribution of Writing
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STANDARD	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).
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STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).
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THEME **Writing**

SUBJECT		Research to Build and Present Knowledge
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STANDARD	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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THEME Writing

SUBJECT		Range of Writing
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STANDARD	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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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE	SL.3.1a.	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.
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OBJECTIVE	SL.3.1b.	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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OBJECTIVE	SL.3.1c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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OBJECTIVE	SL.3.1d.	Explain their own ideas and understanding in light of the discussion.
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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.3.1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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OBJECTIVE	L.3.1d.	Form and use regular and irregular verbs.
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THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.3.3a.	Choose words and phrases for effect.
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THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Roanoke, Part 2

**Mississippi College & Career Readiness Standards
Language Arts
Grade 3 - Adopted: 2016**

THEME Writing

SUBJECT		Text Types and Purposes
STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVE	W.3.2a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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OBJECTIVE	W.3.2b.	Develop the topic with facts, definitions, and details.
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THEME Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).

STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3).
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STANDARD	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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THEME Writing

SUBJECT		Range of Writing
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STANDARD	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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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.3.1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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OBJECTIVE	L.3.1d.	Form and use regular and irregular verbs.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.3.2a.	Capitalize appropriate words in titles.
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OBJECTIVE	L.3.2e.	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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OBJECTIVE	L.3.2f.	Use spelling patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.3.3a.	Choose words and phrases for effect.
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Roman Colosseum

Mississippi College & Career Readiness Standards

Language Arts

Grade 3 - Adopted: 2016

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
THEME	Reading Informational Text	
SUBJECT	Craft and Structure	
STANDARD	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.
THEME	Reading Informational Text	
SUBJECT	Integration of Knowledge and Ideas	
STANDARD	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
THEME	Reading Informational Text	
SUBJECT	Range of Reading and Level of Text Complexity	
STANDARD	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
THEME	Reading Foundational Skills	
SUBJECT	Fluency	
STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.3.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.3.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
THEME	Writing	
SUBJECT	Text Types and Purposes	
STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.3.2a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
OBJECTIVE	W.3.2b.	Develop the topic with facts, definitions, and details.
THEME	Writing	
SUBJECT	Production and Distribution of Writing	
STANDARD	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).
STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).

STANDARD	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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THEME Writing

SUBJECT		Range of Writing
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STANDARD	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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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE	SL.3.1a.	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.
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OBJECTIVE	SL.3.1b.	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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OBJECTIVE	SL.3.1c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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OBJECTIVE	SL.3.1d.	Explain their own ideas and understanding in light of the discussion.
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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.3.2a.	Capitalize appropriate words in titles.
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THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.3.3a.	Choose words and phrases for effect.
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THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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Roman Hoplite, American Quarter Horse

**Mississippi College & Career Readiness Standards
Language Arts
Grade 3 - Adopted: 2016**

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD	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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THEME Reading Informational Text

SUBJECT		Craft and Structure
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STANDARD	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.
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THEME Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
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STANDARD	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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STANDARD	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).
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THEME Reading Informational Text

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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THEME **Reading Foundational Skills**

SUBJECT		Fluency
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STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE	RF.3.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.3.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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THEME **Writing**

SUBJECT		Production and Distribution of Writing
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STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).
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THEME **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE	SL.3.1a.	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.
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OBJECTIVE	SL.3.1b.	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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OBJECTIVE	SL.3.1c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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OBJECTIVE	SL.3.1d.	Explain their own ideas and understanding in light of the discussion.
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THEME **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
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STANDARD	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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THEME **Speaking and Listening**

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations).
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.3.1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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OBJECTIVE	L.3.1d.	Form and use regular and irregular verbs.
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THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE	L.3.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
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OBJECTIVE	L.3.5a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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Rooster, Part 1

Mississippi College & Career Readiness Standards
Language Arts
Grade 3 - Adopted: 2016

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD	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	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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THEME Reading Informational Text

SUBJECT		Craft and Structure
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STANDARD	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.
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THEME **Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
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STANDARD	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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STANDARD	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).
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THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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THEME **Reading Foundational Skills**

SUBJECT		Fluency
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STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE	RF.3.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.3.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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THEME **Writing**

SUBJECT		Production and Distribution of Writing
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STANDARD	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).
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STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).
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THEME **Writing**

SUBJECT		Range of Writing
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STANDARD	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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THEME **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE	SL.3.1a.	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.
OBJECTIVE	SL.3.1b.	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).
OBJECTIVE	SL.3.1c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
OBJECTIVE	SL.3.1d.	Explain their own ideas and understanding in light of the discussion.

THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.3.1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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OBJECTIVE	L.3.1d.	Form and use regular and irregular verbs.
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THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.3.3a.	Choose words and phrases for effect.
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THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE	L.3.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Rooster, Part 2

Mississippi College & Career Readiness Standards

Language Arts

Grade 3 - Adopted: 2016

THEME Writing

SUBJECT		Text Types and Purposes
STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVE W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

OBJECTIVE W.3.2b. Develop the topic with facts, definitions, and details.

THEME Writing

SUBJECT		Production and Distribution of Writing
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STANDARD W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).

STANDARD W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).

STANDARD W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

THEME Writing

SUBJECT		Range of Writing
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STANDARD 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.

THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.3.1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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OBJECTIVE	L.3.1d.	Form and use regular and irregular verbs.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.3.2a.	Capitalize appropriate words in titles.
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OBJECTIVE	L.3.2e.	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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OBJECTIVE	L.3.2f.	Use spelling patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.3.3a.	Choose words and phrases for effect.
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The Fox and the Crow, Part 1

Mississippi College & Career Readiness Standards
Language Arts
Grade 3 - Adopted: 2016

THEME Reading Literature

SUBJECT		Key Ideas and Details
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STANDARD	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	RL.3.2.	Recount 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 the text.
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STANDARD	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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THEME Reading Literature

SUBJECT		Craft and Structure
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STANDARD	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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STANDARD	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
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THEME **Reading Literature**

SUBJECT		Integration of Knowledge and Ideas
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STANDARD 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).

THEME **Reading Literature**

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

THEME **Reading Foundational Skills**

SUBJECT		Fluency
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STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE RF.3.4a. Read grade-level text with purpose and understanding.

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

THEME **Writing**

SUBJECT		Text Types and Purposes
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STANDARD	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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OBJECTIVE W.3.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

OBJECTIVE W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

THEME **Writing**

SUBJECT		Production and Distribution of Writing
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STANDARD W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).

STANDARD W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).

THEME **Writing**

SUBJECT		Range of Writing
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STANDARD 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.

THEME **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE	SL.3.1a.	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.
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OBJECTIVE	SL.3.1b.	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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OBJECTIVE	SL.3.1c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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OBJECTIVE	SL.3.1d.	Explain their own ideas and understanding in light of the discussion.
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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.3.1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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OBJECTIVE	L.3.1d.	Form and use regular and irregular verbs.
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THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE	L.3.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
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OBJECTIVE	L.3.5a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
THEME	Language	
SUBJECT	Vocabulary Acquisition and Use	
STANDARD	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
The Fox and the Crow, Part 2		

**Mississippi College & Career Readiness Standards
Language Arts
Grade 3 - Adopted: 2016**

THEME	Reading Literature	
SUBJECT	Key Ideas and Details	
STANDARD	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	RL.3.2.	Recount 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 the text.

THEME	Writing	
SUBJECT	Text Types and Purposes	
STANDARD	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE	W.3.3a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE	W.3.3b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

THEME	Writing	
SUBJECT	Production and Distribution of Writing	
STANDARD	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).
STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).
STANDARD	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

THEME	Writing	
SUBJECT	Range of Writing	

STANDARD	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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THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.3.1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.3.2a.	Capitalize appropriate words in titles.
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OBJECTIVE	L.3.2e.	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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OBJECTIVE	L.3.2f.	Use spelling patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.3.3a.	Choose words and phrases for effect.
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The Theft of Thor's Hammer, Part 1

**Mississippi College & Career Readiness Standards
Language Arts
Grade 3 - Adopted: 2016**

THEME Reading Literature

SUBJECT		Key Ideas and Details
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STANDARD	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	RL.3.2.	Recount 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 the text.
STANDARD	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.

THEME **Reading Literature**

SUBJECT		Craft and Structure
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STANDARD	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
STANDARD	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.

THEME **Reading Literature**

SUBJECT		Integration of Knowledge and Ideas
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STANDARD	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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THEME **Reading Literature**

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
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THEME **Reading Foundational Skills**

SUBJECT		Phonics and Word Recognition
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STANDARD	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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OBJECTIVE	RF.3.3a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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OBJECTIVE	RF.3.3b.	Decode words with common Latin suffixes.
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THEME **Reading Foundational Skills**

SUBJECT		Fluency
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STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE	RF.3.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.3.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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THEME **Writing**

SUBJECT		Text Types and Purposes
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STANDARD	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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OBJECTIVE W.3.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

OBJECTIVE W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

THEME Writing

SUBJECT		Production and Distribution of Writing
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STANDARD W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).

STANDARD W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).

THEME Writing

SUBJECT		Range of Writing
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STANDARD 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.

THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE SL.3.1a. 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.

OBJECTIVE SL.3.1b. 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).

OBJECTIVE SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

OBJECTIVE SL.3.1d. Explain their own ideas and understanding in light of the discussion.

THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations).
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THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.3.2e.	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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THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.3.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.3.4b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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The Theft of Thor's Hammer, Part 2

Mississippi College & Career Readiness Standards

Language Arts

Grade 3 - Adopted: 2016

THEME Reading Literature

SUBJECT		Key Ideas and Details
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STANDARD	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	RL.3.2.	Recount 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 the text.
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THEME **Reading Foundational Skills**

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

OBJECTIVE	RF.3.3a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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OBJECTIVE	RF.3.3b.	Decode words with common Latin suffixes.
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THEME **Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE	W.3.3a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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OBJECTIVE	W.3.3b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
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THEME **Writing**

SUBJECT		Production and Distribution of Writing
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STANDARD	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).
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STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).
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STANDARD	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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THEME **Writing**

SUBJECT		Range of Writing
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STANDARD	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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THEME **Speaking and Listening**

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations).
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THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.3.1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
OBJECTIVE	L.3.1d.	Form and use regular and irregular verbs.
OBJECTIVE	L.3.1f.	Ensure subject-verb and pronoun-antecedent agreement.

THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.3.2a.	Capitalize appropriate words in titles.
OBJECTIVE	L.3.2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
OBJECTIVE	L.3.2f.	Use spelling patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.3.3a.	Choose words and phrases for effect.

THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.3.4b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

Tomatoes

**Mississippi College & Career Readiness Standards
Language Arts
Grade 3 - Adopted: 2016**

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
STANDARD	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

THEME **Reading Informational Text**

SUBJECT		Craft and Structure
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STANDARD	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.
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THEME **Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
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STANDARD	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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STANDARD	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).
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THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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THEME **Reading Foundational Skills**

SUBJECT		Phonics and Word Recognition
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STANDARD	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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OBJECTIVE	RF.3.3a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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OBJECTIVE	RF.3.3b.	Decode words with common Latin suffixes.
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THEME **Reading Foundational Skills**

SUBJECT		Fluency
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STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE	RF.3.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.3.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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THEME **Writing**

SUBJECT		Text Types and Purposes
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STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE	W.3.2a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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OBJECTIVE	W.3.2b.	Develop the topic with facts, definitions, and details.
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THEME **Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

THEME Writing

SUBJECT		Production and Distribution of Writing
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STANDARD W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).

STANDARD W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).

STANDARD W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

THEME Writing

SUBJECT		Range of Writing
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STANDARD 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.

THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD 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.

OBJECTIVE SL.3.1a. 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.

OBJECTIVE SL.3.1b. 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).

OBJECTIVE SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

OBJECTIVE SL.3.1d. Explain their own ideas and understanding in light of the discussion.

THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.3.1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.3.2a.	Capitalize appropriate words in titles.
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OBJECTIVE	L.3.2e.	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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OBJECTIVE	L.3.2f.	Use spelling patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.3.3a.	Choose words and phrases for effect.
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THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE	L.3.4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.3.4b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
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OBJECTIVE	L.3.5a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
THEME	Language	
SUBJECT	Vocabulary Acquisition and Use	
STANDARD	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
Treasure Map, Part 1		

**Mississippi College & Career Readiness Standards
Language Arts
Grade 3 - Adopted: 2016**

THEME	Reading Informational Text	
SUBJECT	Key Ideas and Details	
STANDARD	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	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

THEME	Reading Informational Text	
SUBJECT	Craft and Structure	
STANDARD	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.

THEME	Reading Informational Text	
SUBJECT	Integration of Knowledge and Ideas	
STANDARD	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
STANDARD	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).

THEME	Reading Informational Text	
SUBJECT	Range of Reading and Level of Text Complexity	
STANDARD	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

THEME	Reading Foundational Skills	
SUBJECT	Fluency	
STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.3.4a.	Read grade-level text with purpose and understanding.

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

SUBJECT		Production and Distribution of Writing
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STANDARD	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).
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STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).
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THEME Writing

SUBJECT		Range of Writing
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STANDARD	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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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE	SL.3.1a.	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.
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OBJECTIVE	SL.3.1b.	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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OBJECTIVE	SL.3.1c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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OBJECTIVE	SL.3.1d.	Explain their own ideas and understanding in light of the discussion.
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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations).
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THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Treasure Map, Part 2

**Mississippi College & Career Readiness Standards
Language Arts
Grade 3 - Adopted: 2016**

THEME Writing

SUBJECT		Text Types and Purposes
STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVE W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

OBJECTIVE W.3.2b. Develop the topic with facts, definitions, and details.

THEME Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).

STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3).
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STANDARD	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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THEME Writing

SUBJECT		Range of Writing
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STANDARD	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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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.3.1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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OBJECTIVE	L.3.1d.	Form and use regular and irregular verbs.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.3.2a.	Capitalize appropriate words in titles.
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OBJECTIVE	L.3.2e.	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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OBJECTIVE	L.3.2f.	Use spelling patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.3.3a.	Choose words and phrases for effect.
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William Penn, Part 1

**Mississippi College & Career Readiness Standards
Language Arts
Grade 3 - Adopted: 2016**

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD	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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THEME **Reading Informational Text**

SUBJECT		Craft and Structure
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STANDARD	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.
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THEME **Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
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STANDARD	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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STANDARD	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).
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STANDARD	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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THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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THEME **Reading Foundational Skills**

SUBJECT		Fluency
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STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE	RF.3.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.3.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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THEME **Writing**

SUBJECT		Production and Distribution of Writing
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STANDARD	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).
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STANDARD	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).
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THEME **Writing**

SUBJECT		Research to Build and Present Knowledge
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STANDARD	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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THEME Writing

SUBJECT		Range of Writing
STANDARD	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.

THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
STANDARD	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.
OBJECTIVE	SL.3.1a.	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.
OBJECTIVE	SL.3.1b.	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).
OBJECTIVE	SL.3.1c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
OBJECTIVE	SL.3.1d.	Explain their own ideas and understanding in light of the discussion.

THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
STANDARD	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
STANDARD	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.3.1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
OBJECTIVE	L.3.1d.	Form and use regular and irregular verbs.

THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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

THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

William Penn, Part 2

**Mississippi College & Career Readiness Standards
Language Arts
Grade 3 - Adopted: 2016**

THEME Reading Foundational Skills

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

OBJECTIVE RF.3.3a. Identify and know the meaning of the most common prefixes and derivational suffixes.

OBJECTIVE RF.3.3b. Decode words with common Latin suffixes.

THEME Writing

SUBJECT		Text Types and Purposes
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STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

OBJECTIVE W.3.2b. Develop the topic with facts, definitions, and details.

THEME Writing

SUBJECT		Production and Distribution of Writing
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STANDARD W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).

STANDARD W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).

STANDARD W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

THEME Writing

SUBJECT		Range of Writing
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STANDARD 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.

THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE L.3.1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

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

THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE L.3.2a. Capitalize appropriate words in titles.

OBJECTIVE L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

OBJECTIVE L.3.2f. Use spelling patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

THEME **Language**

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE L.3.4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).