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 gradellevel 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 103 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.
THEME		Speaking and Listening
SUBJECT		Comprehension and Collaboration
STANDARD	SL.3.1.	Engage effectively in a range of collaborative discussions (onellonllone, in groups, and teacherlled) 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.3.1h.	Use coordinating and subordinating conjunctions.
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 meaning
OBJECTIVE	L.3.5a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

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
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SUBJECT		Key Ideas and Details
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ТНЕМЕ		Reading Informational Text
SUBJECT		Craft and Structure
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THEME		Reading Foundational Skills
SUBJECT		Phonics and Word Recognition
STANDARD	RF.3.3.	Know and apply gradelevel 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

THEME

Language

STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
J. T.	11110171	Same on account of and maciney 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.3.10.	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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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
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OBJECTIVE L3.4a. Use sentencellevel context as a clue to the meaning of a word or phrase. OBJECTIVE L3.4b. 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 L3.5. Demonstrate understanding of figurative language, word relationships and nuances in wood objective L3.5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). THEME Language SUBJECT Vocabulary Acquisition and Use STANDARD L3.6. Acquire and use accurately gradeliappropriate conversational, general academic, and domainispecifit phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we withem). Hagia Sophia Mississippi College & Career Readiness Standards Language Arts Grade 3 - Adopted: 2016 THEME Reading Informational Text SUBJECT Key Ideas and Details STANDARD R3.2. 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 Foundational Skills

SUBJECT

SUBJECT		Phonics and Word Recognition
STANDARD	RF.3.3.	Know and apply gradelevel 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
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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SUBJECT		Production and Distribution of Writing
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THEME		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

Comprehension and Collaboration

STANDARD	SL.3.1.	Engage effectively in a range of collaborative discussions (onellonllone, in groups, and teacherlled) 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.
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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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		Hannibal's War
		Mississippi College & Career Readiness Standards Language Arts Grade 3 - Adopted: 2016
THEME		Reading Informational Text

		Grade 3 - Adopted. 2016
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SUBJECT STANDARD OBJECTIVE	W.3.2a.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
SUBJECT STANDARD OBJECTIVE OBJECTIVE	W.3.2a.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details.
SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME	W.3.2a.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Writing
SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT	W.3.2a. W.3.2b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Writing Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to
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SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD STANDARD	W.3.2a. W.3.2b. W.3.4.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Writing Production and Distribution of Writing 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). 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 1/13 up to and including grade 3). With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as
SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD STANDARD	W.3.2a. W.3.2b. W.3.4.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Writing Production and Distribution of Writing 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). 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 103 up to and including grade 3). 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.

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 (onellonlone, in groups, and teacherlied) 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
SUBJECT	SL.3.4.	Presentation of Knowledge and Ideas 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.
	SL.3.4. SL.3.6.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details,
STANDARD		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. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or
STANDARD		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. 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.
STANDARD STANDARD THEME		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. 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. Language
STANDARD STANDARD THEME SUBJECT	SL.3.6.	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. 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. Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing
STANDARD STANDARD THEME SUBJECT STANDARD	SL.3.6.	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. 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. Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular
STANDARD STANDARD THEME SUBJECT STANDARD OBJECTIVE	SL.3.6.	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. 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. Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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OBJECTIVE	L.3.2e.	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 sentencellevel 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).	
		John Muir	
		Mississippi College & Career Readiness Standards	

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

OBJECTIVE L.3.2f. Use spelling patterns and generalizations (word families, position- based spellings, syllable patterns, end 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 of BJECTIVE 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 3 reading and content, choosing flexibly from a range of strategies. OBJECTIVE L.3.4a. Use sentencellevel 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 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 w				
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OBJECTIVE L3.2f. Use spelling patterns and generalizations (word families, position- based spellings, syllable patterns, enemeaningful word parts) in writing words. THEME Language SUBJECT Knowledge of Language STANDARD L3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening OBJECTIVE L3.3a. Choose words and phrases for effect. THEME Language SUBJECT Vocabulary Acquisition and Use STANDARD L3.4. Determine or clarify the meaning of unknown and multiple meaning word and phrases based 3 reading and content, choosing flexibly from a range of strategies. OBJECTIVE L3.4a. Use sentence level context as a clue to the meaning of a word or phrase. THEME Language SUBJECT Vocabulary Acquisition and Use STANDARD L3.5. Demonstrate understanding of figurative language, word relationships and nuances in word OBJECTIVE L3.5a. Distinguish the literal and nonlineral meanings of words and phrases in context (e.g., take steps). THEME Language SUBJECT Vocabulary Acquisition and Use STANDARD L3.5. Acquire and use accurately gradelappropriate conversational, general academic, and domain: specific we phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we wen them).	BJECTIVE	L.3.2b.	Use commas in addresses.	
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 3 reading and content, choosing flexibly from a range of strategies. OBJECTIVE L.3.4a. Use sentenceilevel 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 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 domaint/specific we phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we wenthern). Leif Eriksson	BJECTIVE	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 Vocabulary Acquisition and Use STANDARD L.3.6. Acquire and use accurately grade@appropriate conversational, general academic, and domain@specific w phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went them). Leif Eriksson	TANDARD	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
SUBJECT Vocabulary Acquisition and Use STANDARD L.3.6. Acquire and use accurately grade@appropriate conversational, general academic, and domain@specific w phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went them). Leif Eriksson	BJECTIVE	L.3.5a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	
STANDARD L.3.6. Acquire and use accurately grade@appropriate conversational, general academic, and domain@specific we phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went them). Leif Eriksson	HEME		Language	
phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went them). Leif Eriksson	UBJECT		Vocabulary Acquisition and Use	
	TANDARD	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).	
Mississippi College & Career Readiness Standards			Leif Eriksson	
Language Arts			Mississippi College & Career Readiness Standards	
Grade 3 - Adopted: 2016				
THEME Reading Informational Text	HEME		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

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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.	
OBJECTIVE THEME	RF.3.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing	
	RF.3.4c.		
THEME	RF.3.4c.	Writing	
THEME		Writing Text Types and Purposes	
THEME SUBJECT STANDARD	W.3.2.	Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
THEME SUBJECT STANDARD OBJECTIVE	W.3.2. W.3.2a.	Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	
THEME SUBJECT STANDARD OBJECTIVE OBJECTIVE	W.3.2. W.3.2a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details.	
THEME SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME	W.3.2. W.3.2a.	Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Writing	
THEME SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT	W.3.2. W.3.2a. W.3.2b.	Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Writing Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to	
THEME SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD	W.3.2a. W.3.2b.	Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Writing Production and Distribution of Writing 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). 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 113 up to and including	
THEME SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD STANDARD	W.3.2a. W.3.2b. W.3.4.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Writing Production and Distribution of Writing 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). 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 103 up to and including grade 3). With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as	

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 (onellonlone, in groups, and teacherlied) 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.
ТНЕМЕ		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).
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		Mississippi College & Career Readiness Standards

Mississippi College & Career Readiness Standards Language Arts

Grade 3 - Adopted: 2016

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 domainIspecific 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 gradellevel 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).
CTANDADD	W/2 F	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
STANDARD	W.3.5.	and editing. (Editing for conventions should demonstrate command of Language standards 103 up to and including grade 3).

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 (onellonlone, in groups, and teacherlied) 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.

Ensure subject@verb and pronoun@antecedent agreement.

OBJECTIVE

L.3.1f.

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 sentencellevel 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

Reading Informational Text

THEME

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).
STANDARD	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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
SUBJECT ST ANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
	RF.3.4. RF.3.4a.	
STANDARD		Read with sufficient accuracy and fluency to support comprehension.
ST AND ARD OBJECTIVE	RF.3.4a.	Read with sufficient accuracy and fluency to support comprehension. Read grade@level text with purpose and understanding.
ST ANDARD OBJECTIVE OBJECTIVE	RF.3.4a.	Read with sufficient accuracy and fluency to support comprehension. Read grade@level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ST AND ARD OBJECTIVE OBJECTIVE THEME	RF.3.4a.	Read with sufficient accuracy and fluency to support comprehension. Read grade@level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing
STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT	RF.3.4a.	Read with sufficient accuracy and fluency to support comprehension. Read grade@level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to
STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD	RF.3.4a. RF.3.4c.	Read with sufficient accuracy and fluency to support comprehension. Read gradellevel text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Production and Distribution of Writing 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). 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 103 up to and including
STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD	RF.3.4a. RF.3.4c.	Read with sufficient accuracy and fluency to support comprehension. Read grade@level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Production and Distribution of Writing 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). 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 103 up to and including grade 3).
STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD STANDARD	RF.3.4a. RF.3.4c.	Read with sufficient accuracy and fluency to support comprehension. Read gradellevel text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Production and Distribution of Writing 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). 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 103 up to and including grade 3). 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 (onellonlone, in groups, and teacherlied) 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.
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 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.
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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
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 103 up to and including grade 3).

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
CLID TECT		Compartions of Standard English
SUBJECT		Conventions of Standard English
STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.3.2. L.3.2a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and
STANDARD		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ST ANDARD OBJECTIVE	L.3.2a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high@frequency and other studied words and for adding suffixes to base words (e.g.,
ST AND ARD OBJECTIVE OBJECTIVE	L.3.2a. L.3.2e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high@frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (word families, position- based spellings, syllable patterns, ending rules,
ST ANDARD OBJECTIVE OBJECTIVE	L.3.2a. L.3.2e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for highlifrequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (word families, position- based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
ST ANDARD OBJECTIVE OBJECTIVE THEME	L.3.2a. L.3.2e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high@frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (word families, position- based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Language
ST ANDARD OBJECTIVE OBJECTIVE THEME SUBJECT	L.3.2a. L.3.2e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for highlifrequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (word families, position- based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Language Knowledge of Language
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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
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.
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 103 up to and including grade 3).
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.
ТНЕМЕ		Speaking and Listening
SUBJECT		Comprehension and Collaboration
STANDARD	SL.3.1.	Engage effectively in a range of collaborative discussions (onellonllone, in groups, and teacherlled) 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.
ТНЕМЕ		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).
		My Friend, 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 103 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.
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 highlifrequency 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 House, 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
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.
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).

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 (onellonlone, in groups, and teacherlied) 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
THEME		Speaking and Listening Presentation of Knowledge and Ideas
	SL.3.4.	
SUBJECT	SL.3.4. SL.3.6.	Presentation of Knowledge and Ideas Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details,
SUBJECT		Presentation of Knowledge and Ideas 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. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or
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SUBJECT STANDARD STANDARD THEME		Presentation of Knowledge and Ideas 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. 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. Language
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SUBJECT STANDARD THEME SUBJECT STANDARD OBJECTIVE	SL.3.6.	Presentation of Knowledge and Ideas 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. 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. Language Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.

My House, Part 2

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 103 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.
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.
		Nile River, Yangtze River
		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.
ТНЕМЕ		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 gradelevel 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
STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.3.4a.	Read gradellevel 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
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 103 up to and including grade 3).
THEME		Speaking and Listening
SUBJECT		Comprehension and Collaboration
STANDARD	SL.3.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) 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.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.3.2e.	Use conventional spelling for highlifrequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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 sentencellevel 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.
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).
		Orchestra and Conductor
		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.
ТНЕМЕ		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).

and editing. (Editing for conventions should demonstrate command of Language standards 103 up to and include grade 3). 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@lewith diverse partners on grade 3 topics and texts, building on others' ideas and expressing their clearly. OBJECTIVE SL.3.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation at 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).			
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 texthrical 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 Lain suffixes. THEME Reading Foundational Skills SUBJECT Fluency STANDARD RF.3.4. Read with sufficient accuracy and fluency to support comprehension. 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 STANDARD W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, reviand editing, (Editing for convenions should demonstrate command of Language standards 1:3 up to and including grade 3). 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 teacherile with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their clearly. OBJECTIVE SL.3.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation as 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 topic to explore ideas under discussion.	STANDARD	RI.3.8.	
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STANDARD RF.3.3. Know and apply gradellevel 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 STANDARD RF.3.4. Read with sufficient accuracy and fluency to support comprehension. OBJECTIVE RF.3.4a. Read gradellevel 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 STANDARD W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, reviand 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 STANDARD SL.3.1. Engage effectively in a range of collaborative discussions (oneion.lone, in groups, and teacher lew with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their clearly. OBJECTIVE SL.3.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation at 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).	THEME		Reading Foundational Skills
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OBJECTIVE RF.3.3b. Decode words with common Latin suffixes. THEME Reading Foundational Skills SUBJECT Fluency STANDARD RF.3.4. Read with sufficient accuracy and fluency to support comprehension. OBJECTIVE RF.3.4a. Read gradeillevel 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 STANDARD W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision and editing. (Editing for conventions should demonstrate command of Language standards 103 up to and including grade 3). THEME Speaking and Listening SUBJECT Comprehension and Collaboration STANDARD SL.3.1. Engage effectively in a range of collaborative discussions (one onlione, in groups, and teacher:lie with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their clearly. OBJECTIVE SL.3.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation at 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).	STANDARD	RF.3.3.	Know and apply gradelevel phonics and word analysis skills in decoding words.
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OBJECTIVE RF.3.4a. Read gradellevel 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 STANDARD W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revisand editing. (Editing for conventions should demonstrate command of Language standards 103 up to and including grade 3). THEME Speaking and Listening SUBJECT Comprehension and Collaboration STANDARD SL.3.1. Engage effectively in a range of collaborative discussions (one/lon/lone, in groups, and teacher/lewith diverse partners on grade 3 topics and texts, building on others' ideas and expressing their clearly. OBJECTIVE SL.3.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation at 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).	SUBJECT		Fluency
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 STANDARD W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, reviand editing. (Editing for conventions should demonstrate command of Language standards 1ii3 up to and include grade 3). THEME Speaking and Listening SUBJECT Comprehension and Collaboration STANDARD SL.3.1. Engage effectively in a range of collaborative discussions (onetiontione, in groups, and teachertile with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their clearly. OBJECTIVE SL.3.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation at 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).	STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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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.
OBJECTIVE SL.3.1d. Explain their own ideas and understanding in light of the discussion.	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.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.3.2e.	Use conventional spelling for highlifrequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
	L.3.4.	
SUBJECT	L.3.4 .	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple@meaning word and phrases based on grade
SUBJECT		Vocabulary Acquisition and Use 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.
SUBJECT ST ANDARD OBJECTIVE	L.3.4a.	Vocabulary Acquisition and Use 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. Use sentence@level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word (e.g.,
SUBJECT ST AND ARD OBJECTIVE OBJECTIVE	L.3.4a.	Vocabulary Acquisition and Use 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. Use sentence@level context as a clue to the meaning of a word or phrase. 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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SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT	L.3.4a. L.3.4b.	Vocabulary Acquisition and Use 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. Use sentence@level context as a clue to the meaning of a word or phrase. 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). Language Vocabulary Acquisition and Use
SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD	L.3.4a. L.3.4b.	Vocabulary Acquisition and Use 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. Use sentence@level context as a clue to the meaning of a word or phrase. 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). Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD OBJECTIVE	L.3.4a. L.3.4b.	Vocabulary Acquisition and Use 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. Use sentence@level context as a clue to the meaning of a word or phrase. 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). Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Roanoke, Part 1

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).
STANDARD	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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.
STANDARD	RI.3.10.	
	RI.3.10.	technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
THEME	RI.3.10.	technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. Reading Foundational Skills
THEME		technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. Reading Foundational Skills Fluency
THEME SUBJECT STANDARD	RF.3.4.	Reading Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension.
THEME SUBJECT STANDARD OBJECTIVE	RF.3.4. RF.3.4a.	Reading Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade@level text with purpose and understanding.
THEME SUBJECT STANDARD OBJECTIVE OBJECTIVE	RF.3.4. RF.3.4a.	rechnical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. Reading Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
THEME SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME	RF.3.4. RF.3.4a.	Reading Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade@level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing
THEME SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT	RF.3.4 a. RF.3.4c.	Reading Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade@level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to

SUBJECT		Research to Build and Present Knowledge
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.
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 (onellonlone, in groups, and teacherlied) 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		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 sentencellevel 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).
		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.

THEME	Writing

W.3.2b.

OBJECTIVE

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).

Develop the topic with facts, definitions, and details.

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 103 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.
HEME		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.
НЕМЕ		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.
DBJECTIVE	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.
HEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DBJECTIVE	L.3.2a.	Capitalize appropriate words in titles.
DBJECTIVE	L.3.2e.	Use conventional spelling for highlifrequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
DBJECTIVE	L.3.2f.	Use spelling patterns and generalizations (word families, position- based spellings, syllable patterns, ending rules meaningful word parts) in writing words.
HEME		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.

Roman Colosseum

Mississippi College & Career Readiness Standards Language Arts

OUR TEST	17		
SUBJECT	Key Ideas and I	etalis	

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
		Fluorey
SUBJECT		Fluency
SUBJECT	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
	RF.3.4 .	•
STANDARD		Read with sufficient accuracy and fluency to support comprehension.
ST AND ARD OBJECTIVE	RF.3.4a.	Read with sufficient accuracy and fluency to support comprehension. Read grade level text with purpose and understanding.
ST AND ARD OBJECTIVE OBJECTIVE	RF.3.4a.	Read with sufficient accuracy and fluency to support comprehension. Read grade@level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ST AND ARD OBJECTIVE OBJECTIVE THEME	RF.3.4a.	Read with sufficient accuracy and fluency to support comprehension. Read grade level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing
ST ANDARD OBJECTIVE OBJECTIVE THEME SUBJECT	RF.3.4a.	Read with sufficient accuracy and fluency to support comprehension. Read grade@level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Text Types and Purposes
STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD	RF.3.4a. RF.3.4c.	Read with sufficient accuracy and fluency to support comprehension. Read grade level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ST ANDARD OBJECTIVE THEME SUBJECT ST ANDARD OBJECTIVE	RF.3.4a. RF.3.4c. W.3.2.	Read with sufficient accuracy and fluency to support comprehension. Read grade@level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
ST ANDARD OBJECTIVE OBJECTIVE THEME SUBJECT ST ANDARD OBJECTIVE OBJECTIVE	RF.3.4a. RF.3.4c. W.3.2.	Read with sufficient accuracy and fluency to support comprehension. Read grade@level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details.
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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
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 (onelonlone, in groups, and teacherled) 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.3.6.	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.3.2.	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

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SUBJECT Vocabulary Acquisition and Use STANDARD L.3.4. Determine or clarify the meaning of unknown and multiple meaning word and phrases based on grad 3 reading and content, choosing flexibly from a range of strategles. OBJECTIVE L.3.4. Use sentencellevel context as a clue to the meaning of a word or phrase. THEME Language SUBJECT Vocabulary Acquisition and Use STANDARD L.3.5. 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. 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 gradeflappropriate conversational, general academic, and domain/specific words and phrases, including hose that signal spatial and temporal relationships (e.g., After dinner that night we went looking fighers). Roman Hoplitis, American Quarter Horse Mississippi College & Career Readiness Standards Language Arts Grade 3 - Adoptical: 20.16 THEME Reading Informational Text SUBJECT Key Ideas and Details STANDARD RI.3.2. Determine the meaning of general academic and domainispecific words and phrases in a text relevant to a grade topic or subject area. THEME Reading Informational Text SUBJECT Integration of Knowledge and Ideas STANDARD RI.3.7. Use informational Text SUBJECT Integration of Knowledge and Ideas STANDARD RI.3.7. Use informational Text SUBJECT Integration of Knowledge and Ideas STANDARD RI.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, frat/second/fibic in a sequence).	OBJECTIVE	L.3.3a.	Choose words and phrases for effect.
STANDARD L.3.4. Determine or clarify the meaning of unknown and multiple meaning word and phrases based on grad 3 reading and content, choosing flexibly from a range of strategies. OBJECTIVE L.3.4a. Use semence 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 meaning of 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 accudemic, and domain/specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that right we went looking if them). 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 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 tupic or subject area. THEME Reading Informational Text SUBJECT Integration of Knowledge and Ideas STANDARD RI.3.4. Use informational Text SUBJECT Use informational Tex	THEME		Language
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Demonstrate understanding of figurative language, word relationships and nuances in word meaning OBJECTIVE L35a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). THEME Language SUBJECT Vocabulary Acquisition and Use STANDARD L36. 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 them). 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 STANDARD R13.2. 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 R13.4. Determine the meaning of general academic and domain*specific words and phrases in a text relevant to a grade topic or subject area. THEME Reading Informational Text SUBJECT Integration of Knowledge and Ideas STANDARD R13.7. 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 R13.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	THEME		Language
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THEME Reading Informational Text	STANDARD	RI.3.8.	
	ТНЕМЕ		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 gradellevel 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
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 103 up to and including grade 3).
THEME		Speaking and Listening
SUBJECT		Comprehension and Collaboration
STANDARD	SL.3.1.	Engage effectively in a range of collaborative discussions (onellonllone, in groups, and teacherlled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their ow 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 rema 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
	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media ar
STANDARD		formats, including visually, quantitatively, and orally.
STANDARD		Speaking and Listening

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		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 sentencellevel 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).
		Rooster, 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 gradellevel 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
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 103 up to and including grade 3).
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 (onelonlone, in groups, and teacherlied) 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.
ТНЕМЕ		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).
		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
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 103 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 discipling specific tasks, purposes, and audiences

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

THEME

Language

single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

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 I 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.
		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
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
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
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
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
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	1	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 103 up to and including grade 3).
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 (onellonlone, in groups, and teacherlied) 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		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).
		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.
ТНЕМЕ		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 103 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.
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.
THEME		Language
THEME		Conventions of Standard English
	L.3.2.	
SUBJECT	L.3.2a.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
SUBJECT		Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUBJECT ST ANDARD OBJECTIVE	L.3.2a.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high@frequency and other studied words and for adding suffixes to base words (e.g.,
SUBJECT ST AND ARD OBJECTIVE OBJECTIVE	L.3.2a. L.3.2e.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high@frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (word families, position- based spellings, syllable patterns, ending rules,
SUBJECT STANDARD OBJECTIVE OBJECTIVE	L.3.2a. L.3.2e.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high@frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (word families, position- based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME	L.3.2a. L.3.2e.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for highlifrequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (word families, position- based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Language
SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT	L.3.2a. L.3.2e. L.3.2f.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high@frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (word families, position- based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Language Knowledge of Language

The Theft of Thor's Hammer, Part 1

Mississippi College & Career Readiness Standards Language Arts

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.
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
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
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).
ТНЕМЕ		Reading Literature
SUBJECT		Range of Reading and Level of Text Complexity
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
CUPTEST		
SUBJECT		Phonics and Word Recognition
SUBJECT	RF.3.3.	Phonics and Word Recognition Know and apply grade level phonics and word analysis skills in decoding words.
	RF.3.3. RF.3.3a.	
STANDARD		Know and apply grade level phonics and word analysis skills in decoding words.
ST ANDARD OBJECTIVE	RF.3.3a.	Know and apply grade level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.
ST ANDARD OBJECTIVE OBJECTIVE	RF.3.3a.	Know and apply grade level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes.
OBJECTIVE OBJECTIVE THEME	RF.3.3a.	Know and apply grade level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Reading Foundational Skills
OBJECTIVE OBJECTIVE THEME SUBJECT	RF.3.3a.	Know and apply grade level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Reading Foundational Skills Fluency
STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD	RF.3.3a. RF.3.3b.	Know and apply grade level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Reading Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension.
STANDARD OBJECTIVE THEME SUBJECT STANDARD OBJECTIVE	RF.3.3a. RF.3.3b. RF.3.4a.	Know and apply grade@level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Reading Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade@level text with purpose and understanding.

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 103 up to and including grade 3).
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 (onellonllone, in groups, and teacherlled) 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.3.1b.	
		speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks
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 OBJECTIVE	SL.3.1c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.
OBJECTIVE OBJECTIVE THEME	SL.3.1c.	speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. Speaking and Listening
OBJECTIVE OBJECTIVE THEME SUBJECT	SL.3.1c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. Speaking and Listening Comprehension and Collaboration Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and

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.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.3.2e.	Use conventional spelling for highlifrequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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.
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.
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 Theft of Thor's Hammer, Part 2
		Mississippi College & Career Readiness Standards

Mississippi College & Career Readiness Standards Language Arts

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, lessor or moral and explain how it is conveyed through key details in the text.
THEME		Reading Foundational Skills
SUBJECT		Phonics and Word Recognition
STANDARD	RF.3.3.	Know and apply gradelevel 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
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 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 103 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) a 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.
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 deta 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 of requency 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).

Tornadoes

Mississippi College & Career Readiness Standards Language Arts

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 gradelevel 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
STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.3.4a.	Read gradellevel 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
THEME		Writing Text Types and Purposes
	W.3.2.	
SUBJECT	W.3.2. W.3.2a.	Text Types and Purposes
SUBJECT		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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.
ТНЕМЕ		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 103 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.
THEME		Speaking and Listening
SUBJECT		Comprehension and Collaboration
STANDARD	SL.3.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlled) 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.
OD JECTIVE		
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.3.1b. SL.3.1c.	
		speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks
OBJECTIVE	SL.3.1c.	speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
OBJECTIVE OBJECTIVE	SL.3.1c.	speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.
OBJECTIVE OBJECTIVE THEME	SL.3.1c.	speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. 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.
ТНЕМЕ		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 highlifrequency 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 sentencellevel 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		Demonstrate understanding of figuresting language and galaxies and arrange in usual magning
51 ANDARD	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 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.
ТНЕМЕ		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 gradellevel 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
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 103 up to and including grade 3).
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 (onellonlone, in groups, and teacherlied) 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		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

Treasure Map, Part 2

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

STANDARD

L.3.6.

them).

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 103 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.
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.
		Malli B. B. 14

William Penn, Part 1

Mississippi College & Career Readiness Standards Language Arts

OUR TEST	17		
SUBJECT	Key Ideas and I	etalis	

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).
STANDARD	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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		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 103 up to and including
		grade 3).
THEME		grade 3). Writing
THEME		
	W.3.8.	Writing

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 (onellonlone, in groups, and teacherlied) 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 gradellevel 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

Text Types and Purposes

SUBJECT

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 103 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.
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.3.4b.	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).