

**Main Criteria:** Adventures in Writing  
**Secondary Criteria:** Tennessee Academic Standards  
**Subject:** Language Arts  
**Grade:** 3

## Adventures in Writing

Benjamin Franklin's Lightning Rod

**Tennessee Academic Standards**  
**Language Arts**  
 Grade 3 - Adopted: 2016

**STRAND /  
STANDARD /  
COURSE**

### FOUNDATIONAL LITERACY STANDARDS

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.WC.4</b>	<b>Word Composition - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.WC.4</b>	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
<b>INDICATOR</b>	3.FL.WC.4.a.	Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.
<b>INDICATOR</b>	3.FL.WC.4.b.	Use conventional spelling for high frequency words, including irregular words.

**STRAND /  
STANDARD /  
COURSE**

### FOUNDATIONAL LITERACY STANDARDS

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>INDICATOR</b>	3.FL.F.5.a.	Read grade-level text with purpose and understanding.
<b>INDICATOR</b>	3.FL.F.5.c.	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND /  
STANDARD /  
COURSE**

### FOUNDATIONAL LITERACY STANDARDS

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>
INDICATOR	3.FL.SC.6.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
INDICATOR	3.FL.SC.6.h.	Use coordinating and subordinating conjunctions.
INDICATOR	3.FL.SC.6.j.	Capitalize appropriate words in titles.
INDICATOR	3.FL.SC.6.n.	Write a cohesive paragraph with a main idea and detailed structure.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	3.FL.VA.7a.i.	Use sentence-level context as a clue to the meaning of a word or phrase.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7b.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
INDICATOR	3.FL.VA.7b.i.	Distinguish the literal and nonliteral meanings of words and phrases in context.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>

LEARNING EXPECTATION      3.FL.VA.7    Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

LEARNING EXPECTATION      3.RI.KID.2    Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

LEARNING EXPECTATION      3.RI.CS.4.    Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>

LEARNING EXPECTATION      3.RI.IKI.7.    Use information gained from illustrations and the words in a text to demonstrate understanding of a text.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.8.</b>	<b>Integration of Knowledge and Ideas - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>

LEARNING EXPECTATION 3.RI.IKI.8. Explain how reasons support specific points an author makes in a text.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING EXPECTATION 3.RI.RRT C.10. Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION 3.SL.CC. 1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.SL.PKI. 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.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.6</b>	<b>Presentation of Knowledge and Ideas - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>

LEARNING EXPECTATION 3.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>

INDICATOR 3.W.TP.2.c. Develop the topic with facts, definitions, and details.

INDICATOR 3.W.TP.2.f. Use precise language to inform about or explain the topic.

INDICATOR 3.W.TP.2.g. Apply language standards addressed in the Foundational Literacy standards.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TTP.3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR 3.W.TTP.3.e. Apply language standards addressed in the Foundational Literacy standards.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>
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LEARNING EXPECTATION 3.W.PDW .4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 5</b>	<b>Production and Distribution of Writing - Standard 5</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>
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LEARNING EXPECTATION 3.W.PDW .5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 6</b>	<b>Production and Distribution of Writing - Standard 6</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>
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LEARNING EXPECTATION 3.W.PDW .6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK .9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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LEARNING EXPECTATION 3.W.RBP K.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**



<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR 3.FL.F.5.a Read grade-level text with purpose and understanding.

INDICATOR 3.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>

INDICATOR 3.FL.SC.6.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.

INDICATOR 3.FL.SC.6.d Form and use regular and irregular verbs.

INDICATOR 3.FL.SC.6.j Capitalize appropriate words in titles.

INDICATOR 3.FL.SC.6.n Write a cohesive paragraph with a main idea and detailed structure.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>



INDICATOR	3.FL.VA.7 a.i.	Use sentence-level context as a clue to the meaning of a word or phrase.
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INDICATOR	3.FL.VA.7 a.ii.	Determine the meaning of the new word formed when a known affix is added to a known word.
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**STRAND /  
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**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	3.FL.VA.7b.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR	3.FL.VA.7 b.i.	Distinguish the literal and nonliteral meanings of words and phrases in context.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

LEARNING EXPECTATION	3.FL.VA.7 c.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.
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**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION	3.RI.KID.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>
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LEARNING EXPECTATION 1 3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>
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LEARNING EXPECTATION 4 3.SL.PKI.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.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.6</b>	<b>Presentation of Knowledge and Ideas - Standard 6</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>
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LEARNING EXPECTATION 6 3.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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LEARNING EXPECTATION 2 3.W.TP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.

INDICATOR a. 3.W.TP.2.1 Introduce a topic.

INDICATOR b. 3.W.TP.2.2 Group related information together, including illustrations when needed to provide clarity to the reader.

INDICATOR c. 3.W.TP.2.3 Develop the topic with facts, definitions, and details.

INDICATOR	3.W.TP.2. d.	Provide a conclusion.
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INDICATOR	3.W.TP.2.f .	Use precise language to inform about or explain the topic.
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INDICATOR	3.W.TP.2. g.	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TTP .3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR	3.W.TTP.3 .e.	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION	3.W.PDW .4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION	3.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 6</b>	<b>Production and Distribution of Writing - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>

LEARNING EXPECTATION 3.W.PDW .6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK .9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

LEARNING EXPECTATION 3.W.RBP K.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING EXPECTATION 3.W.RW.1 0 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

Hagia Sophia

**Tennessee Academic Standards**

**Language Arts**

Grade 3 - Adopted: 2016

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.PWR. 3</b>	<b>Phonics and Word Recognition - Standard 3</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>
INDICATOR	3.FL.SC.6 .a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
INDICATOR	3.FL.SC.6 .d.	Form and use regular and irregular verbs.
INDICATOR	3.FL.SC.6 .j.	Capitalize appropriate words in titles.
INDICATOR	3.FL.SC.6 .n.	Write a cohesive paragraph with a main idea and detailed structure.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	3.FL.VA.7 a.i.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	3.FL.VA.7 a.ii.	Determine the meaning of the new word formed when a known affix is added to a known word.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7b.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
INDICATOR	3.FL.VA.7 b.i.	Distinguish the literal and nonliteral meanings of words and phrases in context.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>

LEARNING EXPECTATION 3.FL.VA.7 c. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

LEARNING EXPECTATION 3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

LEARNING EXPECTATION 3.RI.CS.4. Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>

LEARNING EXPECTATION 3.RI.IKI.7. Use information gained from illustrations and the words in a text to demonstrate understanding of a text.



**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.8.</b>	<b>Integration of Knowledge and Ideas - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>

LEARNING EXPECTATION 3.RI.IKI.8. Explain how reasons support specific points an author makes in a text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING EXPECTATION 3.RI.RRTC C.10. Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION 3.SL.CC. 1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.SL.PKI. 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.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.6</b>	<b>Presentation of Knowledge and Ideas - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>

LEARNING EXPECTATION 3.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

LEARNING EXPECTATION 3.W.TP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.

INDICATOR 3.W.TP.2.a Introduce a topic.

INDICATOR 3.W.TP.2.b Group related information together, including illustrations when needed to provide clarity to the reader.

INDICATOR 3.W.TP.2.c Develop the topic with facts, definitions, and details.

INDICATOR 3.W.TP.2.d Provide a conclusion.

INDICATOR 3.W.TP.2.f Use precise language to inform about or explain the topic.

INDICATOR 3.W.TP.2.g Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>

<b>LEARNING EXPECTATION</b>	<b>3.W.TTP .3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>
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INDICATOR 3.W.TTP.3 Apply language standards addressed in the Foundational Literacy standards.  
.e.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 4</b>	<b>Production and Distribution of Writing - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>
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LEARNING EXPECTATION 3.W.PDW .4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 5</b>	<b>Production and Distribution of Writing - Standard 5</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>
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LEARNING EXPECTATION 3.W.PDW .5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 6</b>	<b>Production and Distribution of Writing - Standard 6</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>
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LEARNING EXPECTATION 3.W.PDW .6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK .9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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LEARNING EXPECTATION 3.W.RBP K.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING EXPECTATION 3.W.RW.1 0 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

Hannibal's War

**Tennessee Academic Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.WC.4</b>	<b>Word Composition - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>

LEARNING EXPECTATION 3.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR 3.FL.WC.4.a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.

INDICATOR 3.FL.WC.4.b. Use conventional spelling for high frequency words, including irregular words.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>

LEARNING EXPECTATION 3.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	3.FL.F.5.a	Read grade-level text with purpose and understanding.
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INDICATOR	3.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION	3.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

INDICATOR	3.FL.SC.6.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
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INDICATOR	3.FL.SC.6.j.	Capitalize appropriate words in titles.
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INDICATOR	3.FL.SC.6.n.	Write a cohesive paragraph with a main idea and detailed structure.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	3.FL.VA.7a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR	3.FL.VA.7a.i.	Use sentence-level context as a clue to the meaning of a word or phrase.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7b.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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INDICATOR 3.FL.VA.7 Distinguish the literal and nonliteral meanings of words and phrases in context.  
b.i.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>

LEARNING EXPECTATION 3.FL.VA.7 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.  
c.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

LEARNING EXPECTATION 3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  
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**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

LEARNING EXPECTATION 3.RI.CS.4. Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>

LEARNING EXPECTATION 3.RI.IKI.7. Use information gained from illustrations and the words in a text to demonstrate understanding of a text.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.8.</b>	<b>Integration of Knowledge and Ideas - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>

LEARNING EXPECTATION 3.RI.IKI.8. Explain how reasons support specific points an author makes in a text.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING EXPECTATION 3.RI.RRT C.10. Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION 3.SL.CC. 1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION	3.SL.PKI.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LEARNING EXPECTATION	3.SL.PKI.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	3.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.

INDICATOR	3.W.TP.2.c.	Develop the topic with facts, definitions, and details.
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INDICATOR	3.W.TP.2.f.	Use precise language to inform about or explain the topic.
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INDICATOR	3.W.TP.2.g.	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	3.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

INDICATOR	3.W.TTP.3.e.	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.W.PDW .4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION 3.W.PDW .5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 6</b>	<b>Production and Distribution of Writing - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>

LEARNING EXPECTATION 3.W.PDW .6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK .9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

LEARNING EXPECTATION	3.W.RBP K.9	Include evidence from literary or informational texts, applying grade 3 standards for reading.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING EXPECTATION	3.W.RW.1 0	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
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John Muir

**Tennessee Academic Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.WC.4</b>	<b>Word Composition - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.WC.4</b>	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>

INDICATOR	3.FL.WC.4.a.	Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.
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INDICATOR	3.FL.WC.4.b.	Use conventional spelling for high frequency words, including irregular words.
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**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR	3.FL.F.5.a	Read grade-level text with purpose and understanding.
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INDICATOR	3.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>

INDICATOR	3.FL.SC.6.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
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INDICATOR	3.FL.SC.6.d.	Form and use regular and irregular verbs.
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INDICATOR	3.FL.SC.6.j.	Capitalize appropriate words in titles.
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INDICATOR	3.FL.SC.6.k.	Use commas in addresses.
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INDICATOR	3.FL.SC.6.n.	Write a cohesive paragraph with a main idea and detailed structure.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	3.FL.VA.7a.i.	Use sentence-level context as a clue to the meaning of a word or phrase.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7b.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

INDICATOR 3.FL.VA.7 b.i. Distinguish the literal and nonliteral meanings of words and phrases in context.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>

LEARNING EXPECTATION 3.FL.VA.7 c. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

LEARNING EXPECTATION 3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

LEARNING EXPECTATION 3.RI.CS.4. Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>

LEARNING EXPECTATION 3.RI.IKI.7. Use information gained from illustrations and the words in a text to demonstrate understanding of a text.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.8.</b>	<b>Integration of Knowledge and Ideas - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>

LEARNING EXPECTATION 3.RI.IKI.8. Explain how reasons support specific points an author makes in a text.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING EXPECTATION 3.RI.RRT C.10. Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION 3.SL.CC. 1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.SL.PKI.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.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.6</b>	<b>Presentation of Knowledge and Ideas - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>

LEARNING EXPECTATION 3.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STRAND / STANDARD / COURSE** **WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

LEARNING EXPECTATION 3.W.TP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.

INDICATOR 3.W.TP.2.a Introduce a topic.

INDICATOR 3.W.TP.2.b Group related information together, including illustrations when needed to provide clarity to the reader.

INDICATOR 3.W.TP.2.c Develop the topic with facts, definitions, and details.

INDICATOR 3.W.TP.2.d Provide a conclusion.

INDICATOR 3.W.TP.2.f Use precise language to inform about or explain the topic.

INDICATOR 3.W.TP.2.g Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TTP .3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR 3.W.TTP.3 Apply language standards addressed in the Foundational Literacy standards.  
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**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.W.PDW .4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION 3.W.PDW .5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 6</b>	<b>Production and Distribution of Writing - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>

LEARNING EXPECTATION	3.W.PDW .6	With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	3.W.RBP K.9	Include evidence from literary or informational texts, applying grade 3 standards for reading.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	3.W.RW.1 0	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
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Leif Eriksson

**Tennessee Academic Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

LEARNING EXPECTATION	3.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
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INDICATOR	3.FL.WC.4.a.	Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.
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INDICATOR	3.FL.WC.4.b.	Use conventional spelling for high frequency words, including irregular words.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>INDICATOR</b>	3.FL.F.5.a	Read grade-level text with purpose and understanding.
<b>INDICATOR</b>	3.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>
<b>INDICATOR</b>	3.FL.SC.6.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
<b>INDICATOR</b>	3.FL.SC.6.d.	Form and use regular and irregular verbs.
<b>INDICATOR</b>	3.FL.SC.6.f.	Ensure subject-verb and pronoun-antecedent agreement.
<b>INDICATOR</b>	3.FL.SC.6.j.	Capitalize appropriate words in titles.
<b>INDICATOR</b>	3.FL.SC.6.n.	Write a cohesive paragraph with a main idea and detailed structure.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR 3.FL.VA.7 a.i. Use sentence-level context as a clue to the meaning of a word or phrase.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7b.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

INDICATOR 3.FL.VA.7 b.i. Distinguish the literal and nonliteral meanings of words and phrases in context.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>

LEARNING EXPECTATION 3.FL.VA.7 c. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

LEARNING EXPECTATION 3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

LEARNING EXPECTATION 3.RICS.4. Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>

LEARNING EXPECTATION 3.RI.IKI.7. Use information gained from illustrations and the words in a text to demonstrate understanding of a text.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.8.</b>	<b>Integration of Knowledge and Ideas - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>

LEARNING EXPECTATION 3.RI.IKI.8. Explain how reasons support specific points an author makes in a text.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING EXPECTATION 3.RI.RRT C.10. Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION 3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.SL.PKI.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.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.6</b>	<b>Presentation of Knowledge and Ideas - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>

LEARNING EXPECTATION 3.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>

INDICATOR 3.W.TP.2.a. Introduce a topic.

INDICATOR	3.W.TP.2. b.	Group related information together, including illustrations when needed to provide clarity to the reader.
INDICATOR	3.W.TP.2. c.	Develop the topic with facts, definitions, and details.
INDICATOR	3.W.TP.2. d.	Provide a conclusion.
INDICATOR	3.W.TP.2.f .	Use precise language to inform about or explain the topic.
INDICATOR	3.W.TP.2. g.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TTP .3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR 3.W.TTP.3 Apply language standards addressed in the Foundational Literacy standards.  
.e.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.W.PDW .4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION	3.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 6</b>	<b>Production and Distribution of Writing - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>

LEARNING EXPECTATION	3.W.PDW .6	With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK .9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

LEARNING EXPECTATION	3.W.RBP K.9	Include evidence from literary or informational texts, applying grade 3 standards for reading.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING EXPECTATION	3.W.RW.1 0	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
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Magnets

Tennessee Academic Standards  
Language Arts  
Grade 3 - Adopted: 2016

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.WC.4</b>	<b>Word Composition - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.WC.4</b>	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>

INDICATOR 3.FL.WC.4.a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.

INDICATOR 3.FL.WC.4.b. Use conventional spelling for high frequency words, including irregular words.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR 3.FL.F.5.a. Read grade-level text with purpose and understanding.

INDICATOR 3.FL.F.5.c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>

INDICATOR 3.FL.SC.6.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.

INDICATOR 3.FL.SC.6.d. Form and use regular and irregular verbs.

INDICATOR	3.FL.SC.6	Ensure subject-verb and pronoun-antecedent agreement. .f.
INDICATOR	3.FL.SC.6	Capitalize appropriate words in titles. .j.
INDICATOR	3.FL.SC.6	Write a cohesive paragraph with a main idea and detailed structure. .n.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA. 7a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	3.FL.VA.7 a.i.	Use sentence-level context as a clue to the meaning of a word or phrase.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA. 7b.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

INDICATOR	3.FL.VA.7 b.i.	Distinguish the literal and nonliteral meanings of words and phrases in context.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7 c.</b>	<b>Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.</b>



**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

LEARNING EXPECTATION 3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

LEARNING EXPECTATION 3.RI.CS.4. Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>

LEARNING EXPECTATION 3.RI.IKI.7. Use information gained from illustrations and the words in a text to demonstrate understanding of a text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.8.</b>	<b>Integration of Knowledge and Ideas - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>

LEARNING EXPECTATION 3.RI.IKI.8. Explain how reasons support specific points an author makes in a text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC.10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING EXPECTATION      3.RI.RRT C.10.      Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION      3.SL.CC.1      Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION      3.SL.PKI.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.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.6</b>	<b>Presentation of Knowledge and Ideas - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>

LEARNING EXPECTATION      3.SL.PKI.6      Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>
INDICATOR	3.W.TP.2. a.	Introduce a topic.
INDICATOR	3.W.TP.2. b.	Group related information together, including illustrations when needed to provide clarity to the reader.
INDICATOR	3.W.TP.2. c.	Develop the topic with facts, definitions, and details.
INDICATOR	3.W.TP.2. d.	Provide a conclusion.
INDICATOR	3.W.TP.2.f .	Use precise language to inform about or explain the topic.
INDICATOR	3.W.TP.2. g.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TTP.3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>
INDICATOR	3.W.TTP.3 .e.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>
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LEARNING EXPECTATION 3.W.PDW .4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 5</b>	<b>Production and Distribution of Writing - Standard 5</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>
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LEARNING EXPECTATION 3.W.PDW .5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 6</b>	<b>Production and Distribution of Writing - Standard 6</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>
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LEARNING EXPECTATION 3.W.PDW .6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK .9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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LEARNING EXPECTATION 3.W.RBP K.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION 3.W.RW.1 0 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

Mayflower, Part 1

Tennessee Academic Standards  
Language Arts  
Grade 3 - Adopted: 2016

STRAND / STANDARD / COURSE FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

LEARNING EXPECTATION 3.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.

INDICATOR 3.FL.F.5.a Read grade-level text with purpose and understanding.

INDICATOR 3.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

STRAND / STANDARD / COURSE FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.

LEARNING EXPECTATION 3.FL.SC.6 6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

INDICATOR 3.FL.SC.6 .a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.

INDICATOR 3.FL.SC.6 .n. Write a cohesive paragraph with a main idea and detailed structure.

STRAND / STANDARD / COURSE FOUNDATIONAL LITERACY STANDARDS

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR 3.FL.VA.7 a.i. Use sentence-level context as a clue to the meaning of a word or phrase.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7b.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

INDICATOR 3.FL.VA.7 b.i. Distinguish the literal and nonliteral meanings of words and phrases in context.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7c.</b>	<b>Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.</b>

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
<b>LEARNING EXPECTATION</b>	<b>3.RI.KID.2</b>	<b>Determine the main idea of a text; recount the key details and explain how they support the main idea.</b>

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

LEARNING  
EXPECTATION

3.RI.CS.4. Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>

LEARNING  
EXPECTATION

3.RI.IKI.7. Use information gained from illustrations and the words in a text to demonstrate understanding of a text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.8.</b>	<b>Integration of Knowledge and Ideas - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>

LEARNING  
EXPECTATION

3.RI.IKI.8. Explain how reasons support specific points an author makes in a text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.9.</b>	<b>Integration of Knowledge and Ideas - Standard 9</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.</b>

LEARNING  
EXPECTATION

3.RI.IKI.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING EXPECTATION 3.RI.RRT C.10. Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION 3.SL.CC. 1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.SL.PKI. 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.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.6</b>	<b>Presentation of Knowledge and Ideas - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>

LEARNING EXPECTATION 3.SL.PKI. 6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.



**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>

INDICATOR 3.W.TP.2.f Use precise language to inform about or explain the topic.

INDICATOR 3.W.TP.2.g Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TTP.3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR 3.W.TTP.3.e Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.5</b>	<b>Production and Distribution of Writing - Standard 5</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>
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LEARNING EXPECTATION 3.W.PDW .5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**STRAND / STANDARD / COURSE**                      **WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK .8</b>	<b>Research to Build and Present Knowledge - Standard 8</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</b>
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LEARNING EXPECTATION 3.W.RBP K.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.

**STRAND / STANDARD / COURSE**                      **WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>
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LEARNING EXPECTATION 3.W.RW.1 0 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

Mayflower, Part 2

**Tennessee Academic Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND / STANDARD / COURSE**                      **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.WC.4</b>	<b>Word Composition - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
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<b>LEARNING EXPECTATION</b>	<b>3.FL.WC.4</b>	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
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INDICATOR 3.FL.WC.4.a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.

INDICATOR	3.FL.WC. 4.b.	Use conventional spelling for high frequency words, including irregular words.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>
INDICATOR	3.FL.SC.6 .a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
INDICATOR	3.FL.SC.6 .d.	Form and use regular and irregular verbs.
INDICATOR	3.FL.SC.6 .f.	Ensure subject-verb and pronoun-antecedent agreement.
INDICATOR	3.FL.SC.6 .j.	Capitalize appropriate words in titles.
INDICATOR	3.FL.SC.6 .n.	Write a cohesive paragraph with a main idea and detailed structure.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7</b> c.	<b>Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.</b>

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

<b>LEARNING EXPECTATION</b>	<b>3.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>
INDICATOR	3.W.TP.2. a.	Introduce a topic.
INDICATOR	3.W.TP.2. b.	Group related information together, including illustrations when needed to provide clarity to the reader.
INDICATOR	3.W.TP.2. c.	Develop the topic with facts, definitions, and details.
INDICATOR	3.W.TP.2. d.	Provide a conclusion.
INDICATOR	3.W.TP.2.f .	Use precise language to inform about or explain the topic.
INDICATOR	3.W.TP.2. g.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TTP.3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>
INDICATOR	3.W.TTP.3 .e.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.PDW.4</b>	<b>With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</b>

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION 3.W.PDW .5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 6</b>	<b>Production and Distribution of Writing - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>

LEARNING EXPECTATION 3.W.PDW .6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK .9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

LEARNING EXPECTATION 3.W.RBP K.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING EXPECTATION 3.W.RW.1 0 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

STRAND /  
STANDARD /  
COURSE

## FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION	3.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

INDICATOR 3.FL.SC.6 Write a cohesive paragraph with a main idea and detailed structure.  
.n.

STRAND /  
STANDARD /  
COURSE

## FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

LEARNING EXPECTATION 3.FL.VA.7 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.  
c.

STRAND /  
STANDARD /  
COURSE

## READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LEARNING EXPECTATION 3.RICS.4. Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

STRAND /  
STANDARD /  
COURSE

## SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	3.SL.CC.1	Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION	3.SL.PKI.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		<b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>

LEARNING EXPECTATION	3.SL.PKI.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

LEARNING EXPECTATION	3.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.
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INDICATOR	3.W.TP.2.f	Use precise language to inform about or explain the topic.
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INDICATOR	3.W.TP.2.g	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TTP .3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR 3.W.TTP.3 Apply language standards addressed in the Foundational Literacy standards.  
.e.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.W.PDW .4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION 3.W.PDW .5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING EXPECTATION 3.W.RW.1 0 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.



**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.WC.4</b>	<b>Word Composition - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.WC.4</b>	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
INDICATOR	3.FL.WC.4.a.	Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.
INDICATOR	3.FL.WC.4.b.	Use conventional spelling for high frequency words, including irregular words.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>
INDICATOR	3.FL.SC.6.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
INDICATOR	3.FL.SC.6.d.	Form and use regular and irregular verbs.
INDICATOR	3.FL.SC.6.j.	Capitalize appropriate words in titles.
INDICATOR	3.FL.SC.6.n.	Write a cohesive paragraph with a main idea and detailed structure.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>

LEARNING EXPECTATION	3.FL.VA.7 c.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>

INDICATOR	3.W.TP.2. a.	Introduce a topic.
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INDICATOR	3.W.TP.2. b.	Group related information together, including illustrations when needed to provide clarity to the reader.
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INDICATOR	3.W.TP.2. c.	Develop the topic with facts, definitions, and details.
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INDICATOR	3.W.TP.2. d.	Provide a conclusion.
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INDICATOR	3.W.TP.2.f .	Use precise language to inform about or explain the topic.
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INDICATOR	3.W.TP.2. g.	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TTP.3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR	3.W.TTP.3 .e.	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**



**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING EXPECTATION 3.W.RW.1 0 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

My House, Part 1

**Tennessee Academic Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>

INDICATOR 3.FL.SC.6 .n. Write a cohesive paragraph with a main idea and detailed structure.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>

LEARNING EXPECTATION 3.FL.VA.7 c. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>
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LEARNING EXPECTATION 3.RI.CS.4. Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>
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LEARNING EXPECTATION 3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>
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LEARNING EXPECTATION 3.SL.PKI.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.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.6</b>	<b>Presentation of Knowledge and Ideas - Standard 6</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>
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LEARNING EXPECTATION 3.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STRAND / STANDARD / COURSE** **WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>

INDICATOR 3.W.TP.2.f Use precise language to inform about or explain the topic.

INDICATOR 3.W.TP.2.g Apply language standards addressed in the Foundational Literacy standards.

**STRAND / STANDARD / COURSE**                      **WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TTP.3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR 3.W.TTP.3.e Apply language standards addressed in the Foundational Literacy standards.

**STRAND / STANDARD / COURSE**                      **WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND / STANDARD / COURSE**                      **WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION 3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING EXPECTATION 3.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

My House, Part 2

Tennessee Academic Standards  
Language Arts  
Grade 3 - Adopted: 2016

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.WC.4</b>	<b>Word Composition - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>

LEARNING EXPECTATION 3.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR 3.FL.WC.4.a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.

INDICATOR 3.FL.WC.4.b. Use conventional spelling for high frequency words, including irregular words.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>

LEARNING EXPECTATION 3.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

INDICATOR 3.FL.SC.6.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.

INDICATOR 3.FL.SC.6.d. Form and use regular and irregular verbs.

INDICATOR	3.FL.SC.6	Capitalize appropriate words in titles. j.
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INDICATOR	3.FL.SC.6	Write a cohesive paragraph with a main idea and detailed structure. .n.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>

LEARNING EXPECTATION	3.FL.VA.7	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships. c.
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**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

<b>LEARNING EXPECTATION</b>	<b>3.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information. 2</b>
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INDICATOR	3.W.TP.2	Introduce a topic. a.
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INDICATOR	3.W.TP.2	Group related information together, including illustrations when needed to provide clarity to the reader. b.
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INDICATOR	3.W.TP.2	Develop the topic with facts, definitions, and details. c.
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INDICATOR	3.W.TP.2	Provide a conclusion. d.
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INDICATOR	3.W.TP.2.f	Use precise language to inform about or explain the topic. .
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INDICATOR	3.W.TP.2	Apply language standards addressed in the Foundational Literacy standards. g.
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**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**



<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TTP .3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR 3.W.TTP.3 Apply language standards addressed in the Foundational Literacy standards.  
.e.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.W.PDW .4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION 3.W.PDW .5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 6</b>	<b>Production and Distribution of Writing - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>

LEARNING EXPECTATION 3.W.PDW .6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK .9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

LEARNING EXPECTATION      3.W.RBP      Include evidence from literary or informational texts, applying grade 3 standards for reading.  
K.9

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING EXPECTATION      3.W.RW.1      Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.  
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Nile River, Yangtze River

**Tennessee Academic Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.PWR. 3</b>	<b>Phonics and Word Recognition - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.PW R.3</b>	<b>Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</b>

INDICATOR      3.FL.PWR      Identify and define the meaning of the most common prefixes and derivational suffixes.  
.3.a.

INDICATOR      3.FL.PWR      Decode words with common Latin suffixes, such as -ly, -less, and -ful.  
.3.b.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR 3.FL.F.5.a Read grade-level text with purpose and understanding.

INDICATOR 3.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>

INDICATOR 3.FL.SC.6 Write a cohesive paragraph with a main idea and detailed structure.  
.n.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR 3.FL.VA.7 Use sentence-level context as a clue to the meaning of a word or phrase.  
a.i.

INDICATOR 3.FL.VA.7 Determine the meaning of the new word formed when a known affix is added to a known word.  
a.ii.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7b.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

INDICATOR 3.FL.VA.7 Distinguish the literal and nonliteral meanings of words and phrases in context.  
b.i.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>

LEARNING EXPECTATION 3.FL.VA.7 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.  
c.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

LEARNING EXPECTATION 3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  
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**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

LEARNING EXPECTATION 3.RI.CS.4. Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>

LEARNING  
EXPECTATION

3.RI.IKI.7. Use information gained from illustrations and the words in a text to demonstrate understanding of a text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.8.</b>	<b>Integration of Knowledge and Ideas - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>

LEARNING  
EXPECTATION

3.RI.IKI.8. Explain how reasons support specific points an author makes in a text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING  
EXPECTATION

3.RI.RRT C.10. Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING  
EXPECTATION

3.SL.CC. 1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.SL.PKI.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.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.6</b>	<b>Presentation of Knowledge and Ideas - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>

LEARNING EXPECTATION 3.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION 3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

Orchestra and Conductor

Tennessee Academic Standards  
Language Arts  
Grade 3 - Adopted: 2016

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.PWR.3</b>	<b>Phonics and Word Recognition - Standard 3</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.PW R.3</b>	<b>Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</b>
INDICATOR	3.FL.PWR .3.a.	Identify and define the meaning of the most common prefixes and derivational suffixes.
INDICATOR	3.FL.PWR .3.b.	Decode words with common Latin suffixes, such as -ly, -less, and -ful.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATOR	3.FL.F.5.a	Read grade-level text with purpose and understanding.
INDICATOR	3.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>
INDICATOR	3.FL.SC.6 .n.	Write a cohesive paragraph with a main idea and detailed structure.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
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<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
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<b>INDICATOR</b>	3.FL.VA.7 a.i.	Use sentence-level context as a clue to the meaning of a word or phrase.
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<b>INDICATOR</b>	3.FL.VA.7 a.ii.	Determine the meaning of the new word formed when a known affix is added to a known word.
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**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
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<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7b.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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<b>INDICATOR</b>	3.FL.VA.7 b.i.	Distinguish the literal and nonliteral meanings of words and phrases in context.
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**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
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<b>LEARNING EXPECTATION</b>	3.FL.VA.7 c.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.
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**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
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<b>LEARNING EXPECTATION</b>	3.RI.KID.2 .	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

LEARNING  
EXPECTATION

3.RI.CS.4. Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>

LEARNING  
EXPECTATION

3.RI.IKI.7. Use information gained from illustrations and the words in a text to demonstrate understanding of a text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.8.</b>	<b>Integration of Knowledge and Ideas - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>

LEARNING  
EXPECTATION

3.RI.IKI.8. Explain how reasons support specific points an author makes in a text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING  
EXPECTATION

3.RI.RRT C.10. Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION 1 3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 4 3.SL.PKI.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.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.6</b>	<b>Presentation of Knowledge and Ideas - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>

LEARNING EXPECTATION 6 3.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION .5 3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

## Tennessee Academic Standards

## Language Arts

Grade 3 - Adopted: 2016

**STRAND / STANDARD / COURSE**                      **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR                      3.FL.F.5.a    Read grade-level text with purpose and understanding.

INDICATOR                      3.FL.F.5.c    Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND / STANDARD / COURSE**                      **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>

INDICATOR                      3.FL.SC.6.a    Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.

INDICATOR                      3.FL.SC.6.d    Form and use regular and irregular verbs.

INDICATOR                      3.FL.SC.6.n    Write a cohesive paragraph with a main idea and detailed structure.

**STRAND / STANDARD / COURSE**                      **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>

<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
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INDICATOR 3.FL.VA.7 a.i. Use sentence-level context as a clue to the meaning of a word or phrase.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
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<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7b.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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INDICATOR 3.FL.VA.7 b.i. Distinguish the literal and nonliteral meanings of words and phrases in context.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
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LEARNING EXPECTATION 3.FL.VA.7 c. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
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LEARNING EXPECTATION 3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>
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LEARNING EXPECTATION 3.RI.RRT C.10. Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>
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LEARNING EXPECTATION 3.SL.CC. 1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>
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LEARNING EXPECTATION 3.SL.PKI. 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.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.6</b>	<b>Presentation of Knowledge and Ideas - Standard 6</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>
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LEARNING EXPECTATION 3.SL.PKI. 6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STRAND / STANDARD / COURSE** **WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>

INDICATOR 3.W.TP.2.f Use precise language to inform about or explain the topic.

INDICATOR 3.W.TP.2.g Apply language standards addressed in the Foundational Literacy standards.

**STRAND / STANDARD / COURSE** **WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TTP.3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR 3.W.TTP.3.e Apply language standards addressed in the Foundational Literacy standards.

**STRAND / STANDARD / COURSE** **WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND / STANDARD / COURSE** **WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION 3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK .8</b>	<b>Research to Build and Present Knowledge - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</b>

LEARNING EXPECTATION 3.W.RBP K.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING EXPECTATION 3.W.RW.1 0 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

Roanoke, Part 2

**Tennessee Academic Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.WC.4</b>	<b>Word Composition - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>

LEARNING EXPECTATION 3.FL.WC. 4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR 3.FL.WC. 4.a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.

INDICATOR 3.FL.WC. 4.b. Use conventional spelling for high frequency words, including irregular words.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**



<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>
INDICATOR	3.FL.SC.6 .a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
INDICATOR	3.FL.SC.6 .d.	Form and use regular and irregular verbs.
INDICATOR	3.FL.SC.6 .j.	Capitalize appropriate words in titles.
INDICATOR	3.FL.SC.6 .n.	Write a cohesive paragraph with a main idea and detailed structure.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
LEARNING EXPECTATION	3.FL.VA.7 c.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>
INDICATOR	3.W.TP.2 a.	Introduce a topic.
INDICATOR	3.W.TP.2 b.	Group related information together, including illustrations when needed to provide clarity to the reader.

INDICATOR	3.W.TP.2.c.	Develop the topic with facts, definitions, and details.
INDICATOR	3.W.TP.2.d.	Provide a conclusion.
INDICATOR	3.W.TP.2.f.	Use precise language to inform about or explain the topic.
INDICATOR	3.W.TP.2.g.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TTP.3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR 3.W.TTP.3.e. Apply language standards addressed in the Foundational Literacy standards.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION	3.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION	3.W.PDW .6	With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	3.W.RBP K.9	Include evidence from literary or informational texts, applying grade 3 standards for reading.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	3.W.RW.1 0	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
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Roman Colosseum

Tennessee Academic Standards  
Language Arts  
Grade 3 - Adopted: 2016

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**



<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7b.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

INDICATOR 3.FL.VA.7 b.i. Distinguish the literal and nonliteral meanings of words and phrases in context.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>

LEARNING EXPECTATION 3.FL.VA.7 c. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

LEARNING EXPECTATION 3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

LEARNING EXPECTATION 3.RI.CS.4. Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>

LEARNING  
EXPECTATION

3.RI.IKI.7. Use information gained from illustrations and the words in a text to demonstrate understanding of a text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.8.</b>	<b>Integration of Knowledge and Ideas - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>

LEARNING  
EXPECTATION

3.RI.IKI.8. Explain how reasons support specific points an author makes in a text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING  
EXPECTATION

3.RI.RRT C.10. Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING  
EXPECTATION

3.SL.CC. 1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.6</b>	<b>Presentation of Knowledge and Ideas - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>

LEARNING EXPECTATION 3.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>

INDICATOR 3.W.TP.2.c. Develop the topic with facts, definitions, and details.

INDICATOR 3.W.TP.2.f. Use precise language to inform about or explain the topic.

INDICATOR 3.W.TP.2.g. Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TTP.3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR 3.W.TTP.3.e. Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.W.PDW .4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION 3.W.PDW .5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 6</b>	<b>Production and Distribution of Writing - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>

LEARNING EXPECTATION 3.W.PDW .6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK .9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

LEARNING EXPECTATION 3.W.RBP K.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.



**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING EXPECTATION      3.W.RW.10      Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

Roman Hoplite, American Quarter Horse

**Tennessee Academic Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>

LEARNING EXPECTATION      3.FL.F.5      Read with sufficient accuracy and fluency to support comprehension.

INDICATOR      3.FL.F.5.a      Read grade-level text with purpose and understanding.

INDICATOR      3.FL.F.5.c      Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>

LEARNING EXPECTATION      3.FL.SC.6      Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

INDICATOR      3.FL.SC.6.a      Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.

INDICATOR      3.FL.SC.6.d      Form and use regular and irregular verbs.

INDICATOR	3.FL.SC.6 .n.	Write a cohesive paragraph with a main idea and detailed structure.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	Vocabulary Acquisition - Standard 7
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	3.FL.VA.7a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR	3.FL.VA.7 a.i.	Use sentence-level context as a clue to the meaning of a word or phrase.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	Vocabulary Acquisition - Standard 7
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	3.FL.VA.7b.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR	3.FL.VA.7 b.i.	Distinguish the literal and nonliteral meanings of words and phrases in context.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	Vocabulary Acquisition - Standard 7
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	3.FL.VA.7c.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	R.KID.2.	Key Ideas and Details - Standard 2
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
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LEARNING EXPECTATION 3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>
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LEARNING EXPECTATION 3.RI.CS.4. Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>
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LEARNING EXPECTATION 3.RI.IKI.7. Use information gained from illustrations and the words in a text to demonstrate understanding of a text.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.8.</b>	<b>Integration of Knowledge and Ideas - Standard 8</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>
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LEARNING EXPECTATION 3.RI.IKI.8. Explain how reasons support specific points an author makes in a text.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>
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LEARNING EXPECTATION 3.RI.RRT C.10. Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>
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LEARNING EXPECTATION 3.SL.CC. 1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>
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LEARNING EXPECTATION 3.SL.PKI. 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.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.6</b>	<b>Presentation of Knowledge and Ideas - Standard 6</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>
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LEARNING EXPECTATION 3.SL.PKI. 6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STRAND / STANDARD / COURSE** **WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 5</b>	<b>Production and Distribution of Writing - Standard 5</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>
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<b>LEARNING EXPECTATION</b>	3.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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Rooster, Part 1

**Tennessee Academic Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

<b>INDICATOR</b>	3.FL.F.5.a	Read grade-level text with purpose and understanding.
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<b>INDICATOR</b>	3.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
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**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>

<b>INDICATOR</b>	3.FL.SC.6 .a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
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<b>INDICATOR</b>	3.FL.SC.6 .d.	Form and use regular and irregular verbs.
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<b>INDICATOR</b>	3.FL.SC.6 .n.	Write a cohesive paragraph with a main idea and detailed structure.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	Vocabulary Acquisition - Standard 7
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	3.FL.VA.7a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR 3.FL.VA.7 a.i. Use sentence-level context as a clue to the meaning of a word or phrase.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	Vocabulary Acquisition - Standard 7
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	3.FL.VA.7b.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR 3.FL.VA.7 b.i. Distinguish the literal and nonliteral meanings of words and phrases in context.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	FL.VA.7	Vocabulary Acquisition - Standard 7
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>

LEARNING EXPECTATION 3.FL.VA.7 c. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	R.KID.1.	Key Ideas and Details - Standard 1
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>

LEARNING EXPECTATION 3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

**CONCEPTUAL STRAND / GUIDING QUESTION**

R.KID.2.

Key Ideas and Details - Standard 2

**GUIDING QUESTION / LEARNING EXPECTATION**

Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION 3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

**CONCEPTUAL STRAND / GUIDING QUESTION**

R.CS.4.

Craft and Structure - Standard 4

**GUIDING QUESTION / LEARNING EXPECTATION**

Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LEARNING EXPECTATION 3.RI.CS.4. Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

**CONCEPTUAL STRAND / GUIDING QUESTION**

R.IKI.7.

Integration of Knowledge and Ideas - Standard 7

**GUIDING QUESTION / LEARNING EXPECTATION**

Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

LEARNING EXPECTATION 3.RI.IKI.7. Use information gained from illustrations and the words in a text to demonstrate understanding of a text.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

**CONCEPTUAL STRAND / GUIDING QUESTION**

R.IKI.8.

Integration of Knowledge and Ideas - Standard 8

**GUIDING QUESTION / LEARNING EXPECTATION**

Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LEARNING EXPECTATION 3.RI.IK.8. Explain how reasons support specific points an author makes in a text.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC.10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING EXPECTATION 3.RI.RRT C.10. Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION 3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.SL.PKI.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.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.6</b>	<b>Presentation of Knowledge and Ideas - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>



LEARNING EXPECTATION	3.SL.PKI.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	3.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.

INDICATOR	3.W.TP.2.f	Use precise language to inform about or explain the topic.
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INDICATOR	3.W.TP.2.g	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	3.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

INDICATOR	3.W.TTP.3.e	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	3.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**



<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>
INDICATOR	3.FL.SC.6 .a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
INDICATOR	3.FL.SC.6 .d.	Form and use regular and irregular verbs.
INDICATOR	3.FL.SC.6 .j.	Capitalize appropriate words in titles.
INDICATOR	3.FL.SC.6 .n.	Write a cohesive paragraph with a main idea and detailed structure.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>

LEARNING EXPECTATION 3.FL.VA.7 c. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

LEARNING EXPECTATION 3.W.TP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.

INDICATOR 3.W.TP.2 a. Introduce a topic.

INDICATOR 3.W.TP.2 b. Group related information together, including illustrations when needed to provide clarity to the reader.

INDICATOR 3.W.TP.2 c. Develop the topic with facts, definitions, and details.

INDICATOR	3.W.TP.2. d.	Provide a conclusion.
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INDICATOR	3.W.TP.2.f .	Use precise language to inform about or explain the topic.
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INDICATOR	3.W.TP.2. g.	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TTP .3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR	3.W.TTP.3 .e.	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION	3.W.PDW .4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION	3.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.6</b>	<b>Production and Distribution of Writing - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>

LEARNING EXPECTATION 3.W.PDW.6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK.9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

LEARNING EXPECTATION 3.W.RBP.K.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING EXPECTATION 3.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

The Fox and the Crow, Part 1

Tennessee Academic Standards

Language Arts

Grade 3 - Adopted: 2016

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
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<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7b.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

INDICATOR 3.FL.VA.7 Distinguish the literal and nonliteral meanings of words and phrases in context.  
b.i.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>

LEARNING EXPECTATION 3.FL.VA.7 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.  
c.

**STRAND / STANDARD / COURSE**

**READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.1.</b>	<b>Key Ideas and Details - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>

LEARNING EXPECTATION 3.RL.KID.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

**STRAND / STANDARD / COURSE**

**READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

LEARNING EXPECTATION 3.RL.KID.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.

**STRAND / STANDARD / COURSE**

**READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.3.</b>	<b>Key Ideas and Details - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>

LEARNING EXPECTATION 3.RL.KID. 3. Describe characters in a story and explain how their actions contribute to the sequence of events.

**STRAND / STANDARD / COURSE** **READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

LEARNING EXPECTATION 3.RL.CS. 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).

**STRAND / STANDARD / COURSE** **READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.6.</b>	<b>Craft and Structure - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Assess how point of view or purpose shapes the content and style of a text.</b>

LEARNING EXPECTATION 3.RL.CS. 6. Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.

**STRAND / STANDARD / COURSE** **READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>

LEARNING EXPECTATION 3.RL.IKI.7. Explain how illustrations in a text contribute to what is conveyed by the words.

**STRAND / STANDARD / COURSE** **READING STANDARDS - LITERATURE**



<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC.10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING EXPECTATION 3.RL.RRTC.10. Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION 3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.SL.PKI.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.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.6</b>	<b>Presentation of Knowledge and Ideas - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>

LEARNING EXPECTATION 3.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STRAND / STANDARD / COURSE** **WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TTP .3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>
<b>INDICATOR</b>	3.W.TTP.3 .a.	Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally.
<b>INDICATOR</b>	3.W.TTP.3 .b.	Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>
<b>LEARNING EXPECTATION</b>	3.W.PDW .4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>
<b>LEARNING EXPECTATION</b>	3.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING EXPECTATION	3.W.RW.1 0	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
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The Fox and the Crow, Part 2

Tennessee Academic Standards  
Language Arts  
Grade 3 - Adopted: 2016

STRAND / STANDARD / COURSE FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	3.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	3.FL.WC.4.a.	Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.
INDICATOR	3.FL.WC.4.b.	Use conventional spelling for high frequency words, including irregular words.

STRAND / STANDARD / COURSE FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION	3.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
INDICATOR	3.FL.SC.6.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
INDICATOR	3.FL.SC.6.j.	Capitalize appropriate words in titles.
INDICATOR	3.FL.SC.6.n.	Write a cohesive paragraph with a main idea and detailed structure.

STRAND / STANDARD / COURSE FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
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LEARNING EXPECTATION 3.FL.VA.7 c. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

**STRAND / STANDARD / COURSE**

**READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.1.</b>	<b>Key Ideas and Details - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>

LEARNING EXPECTATION 3.RL.KID. 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

**STRAND / STANDARD / COURSE**

**READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

LEARNING EXPECTATION 3.RL.KID. 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.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.SL.PKI. 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.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.6</b>	<b>Presentation of Knowledge and Ideas - Standard 6</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>
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LEARNING EXPECTATION 3.SL.PK.1.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
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LEARNING EXPECTATION 3.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

INDICATOR 3.W.TTP.3.a. Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally.

INDICATOR 3.W.TTP.3.b. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.

INDICATOR 3.W.TTP.3.e. Apply language standards addressed in the Foundational Literacy standards.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>
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LEARNING EXPECTATION 3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.5</b>	<b>Production and Distribution of Writing - Standard 5</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>
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LEARNING EXPECTATION	3.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION	3.W.PDW .6	With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	3.W.RBP K.9	Include evidence from literary or informational texts, applying grade 3 standards for reading.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	3.W.RW.1 0	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
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The Theft of Thor's Hammer, Part 1

Tennessee Academic Standards  
Language Arts  
Grade 3 - Adopted: 2016

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.PWR.3</b>	<b>Phonics and Word Recognition - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.PWR.R.3</b>	<b>Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</b>

INDICATOR 3.FL.PWR.3.a. Identify and define the meaning of the most common prefixes and derivational suffixes.

INDICATOR 3.FL.PWR.3.b. Decode words with common Latin suffixes, such as -ly, -less, and -ful.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR 3.FL.F.5.a. Read grade-level text with purpose and understanding.

INDICATOR 3.FL.F.5.c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>

INDICATOR 3.FL.SC.6.n. Write a cohesive paragraph with a main idea and detailed structure.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
<b>INDICATOR</b>	<b>3.FL.VA.7 a.i.</b>	<b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>

<b>INDICATOR</b>	<b>3.FL.VA.7 a.ii.</b>	<b>Determine the meaning of the new word formed when a known affix is added to a known word.</b>
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**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7b.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>INDICATOR</b>	<b>3.FL.VA.7 b.i.</b>	<b>Distinguish the literal and nonliteral meanings of words and phrases in context.</b>

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7 c.</b>	<b>Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.</b>

**STRAND / STANDARD / COURSE** **READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.1.</b>	<b>Key Ideas and Details - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>



LEARNING EXPECTATION 3.RL.KID.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

**STRAND / STANDARD / COURSE**

**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION

R.KID.2.

Key Ideas and Details - Standard 2

GUIDING QUESTION / LEARNING EXPECTATION

Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION 3.RL.KID.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.

**STRAND / STANDARD / COURSE**

**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION

R.KID.3.

Key Ideas and Details - Standard 3

GUIDING QUESTION / LEARNING EXPECTATION

Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION 3.RL.KID.3. Describe characters in a story and explain how their actions contribute to the sequence of events.

**STRAND / STANDARD / COURSE**

**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION

R.CS.4.

Craft and Structure - Standard 4

GUIDING QUESTION / LEARNING EXPECTATION

Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LEARNING EXPECTATION 3.RL.CS.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).

**STRAND / STANDARD / COURSE**

**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION

R.CS.6.

Craft and Structure - Standard 6

GUIDING QUESTION / LEARNING EXPECTATION

Cornerstone: Assess how point of view or purpose shapes the content and style of a text.

LEARNING EXPECTATION	3.RL.CS.6.	Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.
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**STRAND / STANDARD / COURSE**

**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

LEARNING EXPECTATION	3.RL.IKI.7.	Explain how illustrations in a text contribute to what is conveyed by the words.
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**STRAND / STANDARD / COURSE**

**READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION	3.RL.RRTC.10.	Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	3.SL.CC.1	Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	3.SL.PKI.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LEARNING EXPECTATION	3.SL.PKI.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

LEARNING EXPECTATION	3.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
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INDICATOR	3.W.TTP.3.a.	Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally.
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INDICATOR	3.W.TTP.3.b.	Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	3.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION 3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING EXPECTATION 3.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

The Theft of Thor's Hammer, Part 2

Tennessee Academic Standards  
Language Arts  
Grade 3 - Adopted: 2016

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.PWR. 3</b>	<b>Phonics and Word Recognition - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</b>

LEARNING EXPECTATION 3.FL.PWR.R.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

INDICATOR 3.FL.PWR.3.a Identify and define the meaning of the most common prefixes and derivational suffixes.

INDICATOR 3.FL.PWR.3.b Decode words with common Latin suffixes, such as -ly, -less, and -ful.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.WC.4</b>	<b>Word Composition - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.WC.4</b>	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
INDICATOR	3.FL.WC.4.a.	Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.
INDICATOR	3.FL.WC.4.b.	Use conventional spelling for high frequency words, including irregular words.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>
INDICATOR	3.FL.SC.6.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
INDICATOR	3.FL.SC.6.d.	Form and use regular and irregular verbs.
INDICATOR	3.FL.SC.6.f.	Ensure subject-verb and pronoun-antecedent agreement.
INDICATOR	3.FL.SC.6.j.	Capitalize appropriate words in titles.
INDICATOR	3.FL.SC.6.n.	Write a cohesive paragraph with a main idea and detailed structure.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR 3.FL.VA.7 Determine the meaning of the new word formed when a known affix is added to a known word.  
a.ii.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>

LEARNING EXPECTATION 3.FL.VA.7 c. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

**STRAND / STANDARD / COURSE** **READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.1.</b>	<b>Key Ideas and Details - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>

LEARNING EXPECTATION 3.RL.KID. 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

**STRAND / STANDARD / COURSE** **READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

LEARNING EXPECTATION 3.RL.KID. 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.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION	3.SL.PKI.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LEARNING EXPECTATION	3.SL.PKI.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

LEARNING EXPECTATION	3.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
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INDICATOR	3.W.TTP.3.a.	Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally.
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INDICATOR	3.W.TTP.3.b.	Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.
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INDICATOR	3.W.TTP.3.e.	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	3.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION 3.W.PDW .5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 6</b>	<b>Production and Distribution of Writing - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>

LEARNING EXPECTATION 3.W.PDW .6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK .9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

LEARNING EXPECTATION 3.W.RBP K.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING EXPECTATION 3.W.RW.1 0 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.



## Tennessee Academic Standards

## Language Arts

Grade 3 - Adopted: 2016

**STRAND / STANDARD / COURSE**                      **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.PWR. 3</b>	<b>Phonics and Word Recognition - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.PW R.3</b>	<b>Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</b>

INDICATOR                      3.FL.PWR    Identify and define the meaning of the most common prefixes and derivational suffixes.  
.3.a.

INDICATOR                      3.FL.PWR    Decode words with common Latin suffixes, such as -ly, -less, and -ful.  
.3.b.

**STRAND / STANDARD / COURSE**                      **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.WC.4</b>	<b>Word Composition - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.WC. 4</b>	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>

INDICATOR                      3.FL.WC.    Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.  
4.a.

INDICATOR                      3.FL.WC.    Use conventional spelling for high frequency words, including irregular words.  
4.b.

**STRAND / STANDARD / COURSE**                      **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR	3.FL.F.5.a	Read grade-level text with purpose and understanding.
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INDICATOR	3.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION	3.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

INDICATOR	3.FL.SC.6.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
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INDICATOR	3.FL.SC.6.j.	Capitalize appropriate words in titles.
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INDICATOR	3.FL.SC.6.n.	Write a cohesive paragraph with a main idea and detailed structure.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	3.FL.VA.7a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR	3.FL.VA.7a.i.	Use sentence-level context as a clue to the meaning of a word or phrase.
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INDICATOR	3.FL.VA.7a.ii.	Determine the meaning of the new word formed when a known affix is added to a known word.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7b.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

INDICATOR 3.FL.VA.7 b.i. Distinguish the literal and nonliteral meanings of words and phrases in context.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>

LEARNING EXPECTATION 3.FL.VA.7 c. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

LEARNING EXPECTATION 3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

LEARNING EXPECTATION 3.RI.CS.4. Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>

LEARNING EXPECTATION 3.RI.IKI.7. Use information gained from illustrations and the words in a text to demonstrate understanding of a text.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.8.</b>	<b>Integration of Knowledge and Ideas - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>

LEARNING EXPECTATION 3.RI.IKI.8. Explain how reasons support specific points an author makes in a text.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING EXPECTATION 3.RI.RRT C.10. Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION 3.SL.CC. 1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND / STANDARD / COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.SL.PKI.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.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.6</b>	<b>Presentation of Knowledge and Ideas - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>

LEARNING EXPECTATION 3.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STRAND / STANDARD / COURSE** **WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

LEARNING EXPECTATION 3.W.TP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.

INDICATOR 3.W.TP.2.c. Develop the topic with facts, definitions, and details.

INDICATOR 3.W.TP.2.f. Use precise language to inform about or explain the topic.

INDICATOR 3.W.TP.2.g. Apply language standards addressed in the Foundational Literacy standards.

**STRAND / STANDARD / COURSE** **WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>

<b>LEARNING EXPECTATION</b>	<b>3.W.TTP .3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>
INDICATOR	3.W.TTP.3 .b.	Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.

INDICATOR	3.W.TTP.3 .e.	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION	3.W.PDW .4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION	3.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 6</b>	<b>Production and Distribution of Writing - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>

LEARNING EXPECTATION	3.W.PDW .6	With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK .9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

LEARNING EXPECTATION 3.W.RBP K.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING EXPECTATION 3.W.RW.1 0 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

Treasure Map, Part 1

**Tennessee Academic Standards**

**Language Arts**

Grade 3 - Adopted: 2016

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR 3.FL.F.5.a Read grade-level text with purpose and understanding.

INDICATOR 3.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>

INDICATOR 3.FL.SC.6 Write a cohesive paragraph with a main idea and detailed structure.  
n.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR 3.FL.VA.7 Use sentence-level context as a clue to the meaning of a word or phrase.  
a.i.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7b.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

INDICATOR 3.FL.VA.7 Distinguish the literal and nonliteral meanings of words and phrases in context.  
b.i.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>

LEARNING EXPECTATION 3.FL.VA.7 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.  
c.



**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.1.</b>	<b>Key Ideas and Details - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>

LEARNING EXPECTATION . 3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>

LEARNING EXPECTATION . 3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>

LEARNING EXPECTATION . 3.RI.CS.4. Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.7.</b>	<b>Integration of Knowledge and Ideas - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>

LEARNING EXPECTATION . 3.RI.IKI.7. Use information gained from illustrations and the words in a text to demonstrate understanding of a text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.IKI.8.</b>	<b>Integration of Knowledge and Ideas - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>

LEARNING EXPECTATION 3.RI.IKI.8. Explain how reasons support specific points an author makes in a text.

**STRAND /  
STANDARD /  
COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING EXPECTATION 3.RI.RRT C.10. Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION 3.SL.CC. 1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.SL.PKI. 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.

**STRAND /  
STANDARD /  
COURSE**

**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.6</b>	<b>Presentation of Knowledge and Ideas - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>

LEARNING EXPECTATION 3.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

LEARNING EXPECTATION 3.W.TP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.

INDICATOR 3.W.TP.2.f Use precise language to inform about or explain the topic.

INDICATOR 3.W.TP.2.g Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>

LEARNING EXPECTATION 3.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

INDICATOR 3.W.TTP.3.e Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>
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LEARNING EXPECTATION 3.W.PDW .4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 5</b>	<b>Production and Distribution of Writing - Standard 5</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>
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LEARNING EXPECTATION 3.W.PDW .5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>
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LEARNING EXPECTATION 3.W.RW.1 0 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

Treasure Map, Part 2

Tennessee Academic Standards  
Language Arts  
Grade 3 - Adopted: 2016

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.WC.4</b>	<b>Word Composition - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
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<b>LEARNING EXPECTATION</b>	<b>3.FL.WC.4</b>	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
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INDICATOR 3.FL.WC.4.a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.

INDICATOR	3.FL.WC.4.b.	Use conventional spelling for high frequency words, including irregular words.
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**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION	3.FL.SC.6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

INDICATOR	3.FL.SC.6.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
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INDICATOR	3.FL.SC.6.d.	Form and use regular and irregular verbs.
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INDICATOR	3.FL.SC.6.j.	Capitalize appropriate words in titles.
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INDICATOR	3.FL.SC.6.n.	Write a cohesive paragraph with a main idea and detailed structure.
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**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

LEARNING EXPECTATION	3.FL.VA.7.c.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.
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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	3.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.

INDICATOR	3.W.TP.2. a.	Introduce a topic.
INDICATOR	3.W.TP.2. b.	Group related information together, including illustrations when needed to provide clarity to the reader.
INDICATOR	3.W.TP.2. c.	Develop the topic with facts, definitions, and details.
INDICATOR	3.W.TP.2. d.	Provide a conclusion.
INDICATOR	3.W.TP.2.f .	Use precise language to inform about or explain the topic.
INDICATOR	3.W.TP.2. g.	Apply language standards addressed in the Foundational Literacy standards.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TTP .3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR 3.W.TTP.3 Apply language standards addressed in the Foundational Literacy standards.  
.e.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.W.PDW .4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 5</b>	<b>Production and Distribution of Writing - Standard 5</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>
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LEARNING EXPECTATION 3.W.PDW .5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 6</b>	<b>Production and Distribution of Writing - Standard 6</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>
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LEARNING EXPECTATION 3.W.PDW .6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK .9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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LEARNING EXPECTATION 3.W.RBP K.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>
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LEARNING EXPECTATION 3.W.RW.1 0 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.F.5</b>	<b>Fluency - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read with sufficient accuracy and fluency to support comprehension.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.F.5</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>INDICATOR</b>	3.FL.F.5.a	Read grade-level text with purpose and understanding.
<b>INDICATOR</b>	3.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>
<b>INDICATOR</b>	3.FL.SC.6.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
<b>INDICATOR</b>	3.FL.SC.6.d.	Form and use regular and irregular verbs.
<b>INDICATOR</b>	3.FL.SC.6.j.	Capitalize appropriate words in titles.
<b>INDICATOR</b>	3.FL.SC.6.n.	Write a cohesive paragraph with a main idea and detailed structure.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>



<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
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INDICATOR 3.FL.VA.7 a.i. Use sentence-level context as a clue to the meaning of a word or phrase.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
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<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7b.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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INDICATOR 3.FL.VA.7 b.i. Distinguish the literal and nonliteral meanings of words and phrases in context.

**STRAND / STANDARD / COURSE** **FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
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LEARNING EXPECTATION 3.FL.VA.7 c. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.KID.2.</b>	<b>Key Ideas and Details - Standard 2</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>
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LEARNING EXPECTATION 3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STRAND / STANDARD / COURSE** **READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.CS.4.</b>	<b>Craft and Structure - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>
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LEARNING EXPECTATION

3.RI.CS.4. Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	R.IKI.7.	<b>Integration of Knowledge and Ideas - Standard 7</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>
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LEARNING EXPECTATION

3.RI.IKI.7. Use information gained from illustrations and the words in a text to demonstrate understanding of a text.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	R.IKI.8.	<b>Integration of Knowledge and Ideas - Standard 8</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>
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LEARNING EXPECTATION

3.RI.IKI.8. Explain how reasons support specific points an author makes in a text.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	R.IKI.9.	<b>Integration of Knowledge and Ideas - Standard 9</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.</b>
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LEARNING EXPECTATION

3.RI.IKI.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

**STRAND / STANDARD / COURSE**

**READING STANDARDS – INFORMATIONAL TEXT**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	R.RRTC.10.	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>
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LEARNING EXPECTATION 3.RI.RRT C.10. Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.CC.1</b>	<b>Comprehension and Collaboration - Standard 1</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>
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LEARNING EXPECTATION 3.SL.CC. 1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.4</b>	<b>Presentation of Knowledge and Ideas - Standard 4</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>
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LEARNING EXPECTATION 3.SL.PKI. 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.

**STRAND / STANDARD / COURSE** **SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>SL.PKI.6</b>	<b>Presentation of Knowledge and Ideas - Standard 6</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>
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LEARNING EXPECTATION 3.SL.PKI. 6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**STRAND / STANDARD / COURSE** **WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>

INDICATOR 3.W.TP.2.f Use precise language to inform about or explain the topic.

INDICATOR 3.W.TP.2.g Apply language standards addressed in the Foundational Literacy standards.

**STRAND / STANDARD / COURSE** **WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TTP.3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR 3.W.TTP.3.e Apply language standards addressed in the Foundational Literacy standards.

**STRAND / STANDARD / COURSE** **WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND / STANDARD / COURSE** **WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW.5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION 3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK .8</b>	<b>Research to Build and Present Knowledge - Standard 8</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</b>

LEARNING EXPECTATION 3.W.RBP K.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.

**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING EXPECTATION 3.W.RW.1 0 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

William Penn, Part 2

**Tennessee Academic Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.PWR. 3</b>	<b>Phonics and Word Recognition - Standard 3</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</b>

LEARNING EXPECTATION 3.FL.PW R.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

INDICATOR 3.FL.PWR .3.a. Identify and define the meaning of the most common prefixes and derivational suffixes.

INDICATOR 3.FL.PWR .3.b. Decode words with common Latin suffixes, such as -ly, -less, and -ful.

**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.WC.4</b>	<b>Word Composition - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.WC.4</b>	<b>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</b>
INDICATOR	3.FL.WC.4.a.	Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.
INDICATOR	3.FL.WC.4.b.	Use conventional spelling for high frequency words, including irregular words.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.SC.6</b>	<b>Sentence Composition - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.SC.6</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>
INDICATOR	3.FL.SC.6.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
INDICATOR	3.FL.SC.6.d.	Form and use regular and irregular verbs.
INDICATOR	3.FL.SC.6.j.	Capitalize appropriate words in titles.
INDICATOR	3.FL.SC.6.n.	Write a cohesive paragraph with a main idea and detailed structure.

**STRAND / STANDARD / COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>
<b>LEARNING EXPECTATION</b>	<b>3.FL.VA.7a.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	3.FL.VA.7 a.ii.	Determine the meaning of the new word formed when a known affix is added to a known word.
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**STRAND /  
STANDARD /  
COURSE**

**FOUNDATIONAL LITERACY STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>FL.VA.7</b>	<b>Vocabulary Acquisition - Standard 7</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>

LEARNING EXPECTATION	3.FL.VA.7 c.	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.
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**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.2</b>	<b>Text Types and Protocol - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TP.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information.</b>

INDICATOR	3.W.TP.2 a.	Introduce a topic.
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INDICATOR	3.W.TP.2 b.	Group related information together, including illustrations when needed to provide clarity to the reader.
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INDICATOR	3.W.TP.2 c.	Develop the topic with facts, definitions, and details.
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INDICATOR	3.W.TP.2 d.	Provide a conclusion.
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INDICATOR	3.W.TP.2.f .	Use precise language to inform about or explain the topic.
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INDICATOR	3.W.TP.2 g.	Apply language standards addressed in the Foundational Literacy standards.
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**STRAND /  
STANDARD /  
COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.TTP.3</b>	<b>Text Types and Protocol - Standard 3</b>
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<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</b>
<b>LEARNING EXPECTATION</b>	<b>3.W.TTP .3</b>	<b>Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</b>

INDICATOR 3.W.TTP.3 Apply language standards addressed in the Foundational Literacy standards.  
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**STRAND / STANDARD / COURSE**                      **WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 4</b>	<b>Production and Distribution of Writing - Standard 4</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

LEARNING EXPECTATION 3.W.PDW .4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND / STANDARD / COURSE**                      **WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>

LEARNING EXPECTATION 3.W.PDW .5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**STRAND / STANDARD / COURSE**                      **WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 6</b>	<b>Production and Distribution of Writing - Standard 6</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b>

LEARNING EXPECTATION 3.W.PDW .6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.

**STRAND / STANDARD / COURSE**                      **WRITING STANDARDS**



<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RBPK .9</b>	<b>Research to Build and Present Knowledge - Standard 9</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

LEARNING EXPECTATION      3.W.RBP      Include evidence from literary or informational texts, applying grade 3 standards for reading.  
K.9

**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.RW.10</b>	<b>Range of Writing - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>

LEARNING EXPECTATION      3.W.RW.1      Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.  
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