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

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

CONCEPTUAL FL. STRAND / GUIDING QUESTION	SC.6 Sentence Composition - Standard 6	
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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 EXPECT ATION		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 .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.

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		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

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		Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	3.FL.VA.7	Distinguish the literal and nonliteral meanings of words and phrases in context.

STRAND / STANDARD /

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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.
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	R.CS.4.	Craft and Structure - Standard 4
STRAND / GUIDING QUESTION		
GUIDING		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.
GUIDING QUESTION GUIDING QUESTION / LEARNING	3.RI.CS.4.	
GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECT ATION	3.RI.CS.4.	and figurative meanings, and analyze how specific word choices shape meaning or tone.
GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD /	3.RI.CS.4. R.IKI.7.	and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.
GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING		and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area. READING STANDARDS – INFORMATIONAL TEXT
GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING		and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area. READING STANDARDS – INFORMATIONAL TEXT Integration of Knowledge and Ideas - Standard 7 Cornerstone: Integrate and evaluate content presented in diverse formats and media, including

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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.IKI.8.	Explain how reasons support specific points an author makes in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
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.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
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.
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.	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.

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		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.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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.
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
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		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
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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
STRAND / GUIDING		Production and Distribution of Writing - Standard 6 Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	6	Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact
STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION	3.W.PDW	Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 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
STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD /	3.W.PDW .6	Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 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 / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	3.W.PDW .6	Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 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. WRITING STANDARDS

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.
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LEARNING EXPECTATION 0

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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Tennessee Academic Standards Language Arts Grade 3 - Adopted: 2016

STRAND / STANDARD /

COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PWR.	Phonics and Word Recognition - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
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	Decode words with common Latin suffixes, such as -ly, -less, and -ful.

STRAND / STANDARD / **COURSE**

FOUNDATIONAL LITERACY STANDARDS

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

STRAND / STANDARD / **COURSE**

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 OUESTION	FL.SC.6	Sentence Composition - Standard 6

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

STRAND / STANDARD / COURSE

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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		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.
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
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 EXPECT ATION		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
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		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.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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.IKI.8.	Explain how reasons support specific points an author makes in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
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.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
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.
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.
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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		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
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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	3.W.PDW	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

and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including

EXPECTATION .5

grade 3.)

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.
LEADNING	3 W DDW	With guidance and cupport from adults, use technology to produce and publish writing, as well as to interact and

LEARNING EXPECTATION .6

3.W.PDW 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

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 3.W.RBP EXPECTATION 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 0

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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Tennessee Academic Standards Language Arts Grade 3 - Adopted: 2016

STRAND / STANDARD / COURSE

CONCEPTUAL FL.PWR. Phonics and Word Recognition - Standard 3 STRAND / GUIDING QUESTION	
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
LEARNING EXPECT ATION	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
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 EXPECT ATION		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.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION		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 EXPECT ATION		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 .j.	Capitalize appropriate words in titles.
INDICATOR	3.FL.SC.6	Write a cohesive paragraph with a main idea and detailed structure.

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		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.
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

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		Demonstrate understanding of word relationships and nuances in word meanings.

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

b.i.

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.
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.

LEARNING

EXPECTATION 4

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.IKI.8.	Explain how reasons support specific points an author makes in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
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.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
STANDARD /	SL.CC.1	SPEAKING AND LISTENING STANDARDS Comprehension and Collaboration - Standard 1
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	SL.CC.1	
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	3.SL.CC. 1	Comprehension and Collaboration - Standard 1 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.
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.SL.CC.	Comprehension and Collaboration - Standard 1 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. Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners,
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION STRAND / STAND ARD /	3.SL.CC. 1	Comprehension and Collaboration - Standard 1 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. 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.
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	3.SL.CC. 1	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. 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. SPEAKING AND LISTENING STANDARDS

3.SL.PKI. 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.

SPEAKING AND LISTENING STANDARDS

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

LEARNING EXPECTATION		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
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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	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.
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.
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.
		Hannibal's War
		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 EXPECT ATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION		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.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.

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION		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
GUIDING QUESTION / LEARNING EXPECT ATION		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		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

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		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
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.
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 READING STANDARDS - INFORMATIONAL TEXT READING STANDARDS - INFORMATIONAL TEXT READING STANDARDS - INFORMATIONAL TEXT CONCEPTUAL STRAND I STR			
CONCEPTUAL STRAND / GUIDING QUESTION Correctone: 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 Correctone: 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 READING STANDARDS - INFORMATIONAL TEXT CONCEPTUAL STRAND / GUIDING QUESTION / LEARNING EXPECTATION Correctone: Read and comprehend complex literary and informational texts independently and proficiently. LEARNING STRAND / GUIDING COURSE Correctone: Read and comprehend complex literary and informational texts independently and proficiently. LEARNING STRAND / GUIDING COURSE Correctone: Read and comprehend complex literary and informational texts independently and proficiently. STRAND / GUIDING COURSE Correctone: Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently. STRAND / GUIDING COURSE Correctone: 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 Correctone: 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 SPEAKING AND LISTENING STANDARDS SPEAKING AND LISTENING STANDARDS SPEAKING AND LISTENING STANDARDS SPEAKING AND LISTENING STANDARDS		3.RI.IKI.7.	Use information gained from illustrations and the words in a text to demonstrate understanding of a text.
GUIDING QUESTION CONCEPTUAL STRAND / GUIDING QUESTION CONCEPTUAL STRAND / STRAND / STRAND / COURSE CONCEPTUAL STRAND / STRAND / STRAND / STRAND / COURSE CONCEPTUAL STRAND / SUBSTION / LEARNING EXPECTATION LEARNING STRAND / STRAND / STRAND / STRAND / STRAND / SUBSTION / LEARNING STRAND / SUBSTION / LEARNING STRAND / SUBSTION / LEARNING STRAND / SUBSTION / SUBSTIAND /	STANDARD /		READING STANDARDS - INFORMATIONAL TEXT
DUESTION LEARNING EXPECTATION	STRAND / GUIDING	R.IKI.8.	Integration of Knowledge and Ideas - Standard 8
STRAND / STANDARD / COURSE CONCEPTUAL STAND / STANDING QUESTION GUIDING QUESTION Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently. LEARNING EXPECTATION C.10. Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently. LEARNING 3.RIRRT EXPECTATION C.10. SPEAKING AND LISTENING STANDARDS STRAND / STANDARD / COURSE Conceptual SL.CC.1 Comprehension and Collaboration - Standard 1 Course of the grades 2-3 text complexity band independently and proficiently. GUIDING QUESTION 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 S.L.CC. 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 / SPEAKING AND LISTENING STANDARDS CONCEPTUAL SL.PKI.4 Presentation of Knowledge and Ideas - Standard 4 SL.PKI.4 Presentation of Knowledge and Ideas - Standard 4 SL.PKI.4 Presentation of Knowledge and Ideas - Standard 4 SL.PKI.4 Presentation of Knowledge and Ideas - Standard 4 SL.PKI.4 Presentation of Knowledge and Ideas - Standard 4 SL.PKI.4 Presentation of Knowledge and Ideas - Standard 4 SL.PKI.4 Presentation of Knowledge and Ideas - Standard 4 SL.PKI.4 Presentation of Knowledge and Ideas - Standard 4 SL.PKI.4 Presentation of Knowledge and Ideas - Standard 4 SL.PKI.4 Presentation of Knowledge and Ideas - Standard 4 SL.PKI.4 Presentation of Knowledge and Ideas - Standard 4 SL.PKI.4 Presentation of Knowledge and Ideas - Standard 4 SL.PKI.4 Presentation of Knowledge and Ideas - Standard 4 SL.PKI.4 Presentation of Knowledge and Ideas - Standard 4 SL.PKI.4 Presentation of Knowledge And Ideas - Standard 4 SL.PKI.4 Presentation of Knowledge	QUESTION / LEARNING		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.
CONCEPTUAL STAND / GUIDING QUESTION LEARNING EXPECTATION STRAND / GUIDING QUESTION LEARNING EXPECTATION LEARNING STANDARD / GUIDING QUESTION LEARNING EXPECTATION STRAND / STANDARD / GUIDING QUESTION LEARNING EXPECTATION LEARNING STANDARD / GUIDING QUESTION / LEARNING EXPECTATION STRAND / STANDARD / GUIDING QUESTION / LEARNING GUIDING QUESTION LEARNING STANDARD / GUIDING QUESTION SPEAKING AND LISTENING STANDARDS CONCEPTUAL STRAND / GUIDING QUESTION LEARNING GUIDING QUESTION / LEARNING EXPECTATION SPEAKING AND LISTENING STANDARDS COPPETION COPPETION SPEAKING STANDARD / GUIDING QUESTION LEARNING STANDARD / GUIDING QUESTION LEARNING STANDARD / GUIDING GUIDING STANDARDS SPEAKING AND LISTENING STANDARDS COPPETION SPEAKING STANDARD / GUIDING GUIDING STANDARDS COPPETION SPEAKING STANDARD / GUIDING GUIDING STANDARDS COPPETION SPEAKING AND LISTENING STANDARDS SPEAKING AND LISTENING STANDARDS SPEAKING AND LISTENING STANDARDS CONCEPTUAL SLPKIA Presentation of Knowledge and Ideas - Standard 4 STRAND / STANDARD / COURSE		3.RI.IKI.8.	Explain how reasons support specific points an author makes in a text.
STRAND / GUIDING QUESTION LEARNING EXPECTATION LEARNING STRAND / STRAND / STRAND / SUIDING QUESTION LEARNING EXPECTATION LEARNING EXPECTATION SPEAKING AND LISTENING STANDARDS SPEAKING AND LISTENING STANDARDS Conceptual Suiding on others' ideas and expressing their own clearly and persuasively. LEARNING STRAND / SUIDING QUESTION LEARNING STANDARD / SUIDING SUESTION SUIT SUIDING S	STANDARD /		READING STANDARDS - INFORMATIONAL TEXT
Proficiently. Presentation Proficiently.	STRAND / GUIDING		Range of Reading and Level of Text Complexity - Standard 10
EXPECTATION C.10. independently and proficiently. STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION 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. 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 CONCEPTUAL SL.PKI.4 Presentation of Knowledge and Ideas - Standard 4 STRAND / Presentation of Knowledge and Ideas - Standard 4	QUESTION / LEARNING		
CONCEPTUAL STAND / GUIDING QUESTION GUIDING QUESTION 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 S.S.L.CC. 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 SL.PKI.4 Presentation of Knowledge and Ideas - Standard 4 STRAND /			
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QUESTION / LEARNING EXPECTATION LEARNING 3.SL.CC. 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 CONCEPTUAL STRAND / SL.PKI.4 Presentation of Knowledge and Ideas - Standard 4	STRAND / GUIDING	SL.CC.1	Comprehension and Collaboration - Standard 1
STRAND / SPEAKING AND LISTENING STANDARDS CONCEPTUAL SL.PKI.4 Presentation of Knowledge and Ideas - Standard 4	QUESTION / LEARNING		
CONCEPTUAL SL.PKI.4 Presentation of Knowledge and Ideas - Standard 4 STRAND /			
STRAND /	STANDARD /		SPEAKING AND LISTENING STANDARDS
QUESTION	STRAND / GUIDING	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.	QUESTION / LEARNING		the line of reasoning; the organization, development, and style are appropriate to task, purpose, and

LEARNING EXPECTATION	3.SL.PKI.	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
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		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.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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 EXPECT ATION	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	C.	Develop the topic with facts, definitions, and details. Use precise language to inform about or explain the topic.
	c. 3.W.TP.2.f	
INDICATOR	3.W.TP.2.f	Use precise language to inform about or explain the topic.
INDICATOR INDICATOR STRAND / STANDARD /	3.W.TP.2.f 3.W.TP.2. g.	Use precise language to inform about or explain the topic. Apply language standards addressed in the Foundational Literacy standards.
INDICATOR INDICATOR STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	3.W.TP.2.f 3.W.TP.2. g.	Use precise language to inform about or explain the topic. Apply language standards addressed in the Foundational Literacy standards. WRITING STANDARDS

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

.e.

GUIDING QUESTION / LEARNING

EXPECT ATION

research.

WRITING STANDARDS

CONCEPTUAL STRAND / S	COURSE	
Appropriate to task, purpose, and audience.	STRAND / GUIDING	Production and Distribution of Writing - Standard 4
STRAND / STANDARD CONCEPTUAL STRAND / SUIDING QUESTION LEARNING EXPECTATION STRAND / STANDARD CONCEPTUAL STRAND / SUIDING QUESTION LEARNING EARNING EARNING EARNING EARNING EXPECTATION STRAND / STANDARD CONCEPTUAL STRAND / SUIDING QUESTION LEARNING EARNING EXPECTATION STANDARD STANDARD CONCEPTUAL STRAND / SUIDING EXPECTATION STANDARD CONCEPTUAL STRAND / STANDARD STANDARD CONCEPTUAL STRAND / SUIDING QUESTION EARNING EXPECTATION STANDARD CONCEPTUAL STRAND / SUIDING QUESTION EARNING EXPECTATION STANDARD CONCEPTUAL STRAND / SUIDING QUESTION EARNING EXPECTATION EARNING STAND / SUIDING QUESTION EARNING EXPECTATION EARNING STAND / SUIDING QUESTION EARNING EXPECTATION STAND / SUIDING GUESTION STAND / SUIDING GUESTION EARNING STAND / SUIDING GUESTION STAND / SUIDING GUESTION STAND / SUIDING GUESTION STAND / SUIDING GUIDING GUESTION SUIDING SU	QUESTION / LEARNING	
CONCEPTUAL STRAND / SUIDING QUESTION LEARNING EXPECTATION STRAND / STRAND		appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards
STRAND / GUIDING QUESTION LEARNING EXPECTATION LEARNING 3.W.PDW With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. LEARNING EXPECTATION STRAND / 5. WRITING STANDARDS STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION LEARNING GUIDING QUESTION LEARNING 3.W.PDW. Production and Distribution of Writing - Standard 6 GUIDING QUESTION GUIDING QUESTION LEARNING 3.W.PDW. With guidance and support from adults, use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. LEARNING 3.W.PDW 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. WRITING STANDARDS CONCEPTUAL STRAND / GUIDING QUESTION WRITING STANDARDS CONCEPTUAL STRAND / STANDARD / STANDARDS Research to Build and Present Knowledge - Standard 9 GUIDING QUESTION BUILD WRITING STANDARDS	STANDARD /	WRITING STANDARDS
LEARNING EXPECTATION LEARNING EXPECTATION 3.W.PDW 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 CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION CONCEPTUAL STRAND / GUIDING QUESTION CONCESTION 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 CONCESTUAL W.RBPK Research to Build and Present Knowledge - Standard 9 GUIDING QUESTION W.RBPK Research to Build and Present Knowledge - Standard 9 GUIDING QUESTION W.RBPK Research to Build and Present Knowledge - Standard 9 GUIDING QUIDING GUIDING GUIDING GUIDING W.RBPK Research to Build and Present Knowledge - Standard 9 GUIDING GUIDING GUIDING GUIDING GUIDING W.RBPK Research to Build and Present Knowledge - Standard 9 GUIDING	STRAND / GUIDING	Production and Distribution of Writing - Standard 5
EXPECTATION .5 and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION LEARNING STANDARD / COURSE 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 W.RBPK Research to Build and Present Knowledge - Standard 9 GUIDING GUIDING W.RBPK Research to Build and Present Knowledge - Standard 9 GUIDING GUIDING WRITING STANDARD /	QUESTION / LEARNING	
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION LEARNING EXPECTATION LEARNING EXPECTATION STRAND / GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / GUIDING QUESTION / LEARNING EXPECTATION LEARNING STRAND / GUIDING A GUID		and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including
STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD / COURSE Conceptual Strand / GUIDING W.RBPK Research to Build and Present Knowledge - Standard 9 GUIDING QUESTION / Learning and to interact and recommend of technological skills to type a complete product in a single sitting as defined in W.1-3.	STANDARD /	WRITING STANDARDS
And collaborate with others. LEARNING EXPECTATION 3.W.PDW 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 CONCEPTUAL STRAND / GUIDING W.RBPK Research to Build and Present Knowledge - Standard 9 GUIDING	STRAND / GUIDING	Production and Distribution of Writing - Standard 6
EXPECTATION .6 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 CONCEPTUAL STRAND / GUIDING W.RBPK Research to Build and Present Knowledge - Standard 9	QUESTION / LEARNING	
CONCEPTUAL STRAND / GUIDING W.RBPK .9 Research to Build and Present Knowledge - Standard 9 Standard 9		collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single
STRAND / .9 GUIDING	STANDARD /	WRITING STANDARDS
	STRAND / GUIDING	Research to Build and Present Knowledge - Standard 9

Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and

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.
		John Muir
		Tennessee Academic Standards
		Language Arts Grade 3 - Adopted: 2016
STRAND /		FOUNDATIONAL LITERACY STANDARDS
STANDARD / COURSE		
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		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.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECT ATION	3.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.

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

INDICATOR

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

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		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.	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 .j.	Capitalize appropriate words in titles.
INDICATOR	3.FL.SC.6 .k.	Use commas in addresses.
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
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		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

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
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GUIDING QUESTION / LEARNING EXPECT ATION		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		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
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.
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.

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

LEARNING EXPECTATION

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.IKI.8.	Explain how reasons support specific points an author makes in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
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.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
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.

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.	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.

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.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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	I
COURSE	

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		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	Apply language standards addressed in the Foundational Literacy standards.

.e.

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 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

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

LEARNING EXPECTATION .5

3.W.PDW 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

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		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.
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.
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.
		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 EXPECT ATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECT ATION		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.

 ${\it 3.FL.WC.} \quad {\it Use conventional spelling for high frequency words, including irregular words.}$

INDICATOR

4.b.

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION		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 EXPECT ATION	3.FL.SC.	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 .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

CONCEPTUAL FL STRAND / GUIDING QUESTION	L.VA.7	Vocabulary Acquisition - Standard 7
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GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION	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
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		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
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.
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.

EXPECTATION .

READING STANDARDS - INFORMATIONAL TEXT

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

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.IKI.8.	Explain how reasons support specific points an author makes in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
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.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

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

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

a.

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
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		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
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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	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.
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.
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.

Magnets

3.W.RW.1 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes,

Tennessee Academic Standards
Language Arts
Grade 3 - Adopted: 2016

STRAND / STANDARD / COURSE

LEARNING

EXPECTATION 0

FOUNDATIONAL LITERACY STANDARDS

and audiences; promote writing fluency.

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

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

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		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		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	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular
	.a.	sentences.

INDICATOR	3.FL.SC.6 Ensure subject-verb and pronoun-antecedent agreementf.
INDICATOR	3.FL.SC.6 Capitalize appropriate words in titlesj.
INDICATOR	3.FL.SC.6 Write a cohesive paragraph with a main idea and detailed structuren.

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		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

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		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		Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	0.51.144.7	

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

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

READING STANDARDS - INFORMATIONAL TEXT

COURSE		
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**

EXPECT ATION

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

READING STANDARDS - INFORMATIONAL TEXT

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

EXPECTATION 6 clarification.

WRITING STANDARDS

QUESTION

CONCEPTUAL W.PDW. Production and Distribution of Writing - Standard 4
STRAND / 4
GUIDING

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		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

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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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
CONCEPTUAL STRAND I GUIDING QUESTION	W.PDW. 6	Production and Distribution of Writing - Standard 6
STRAND / GUIDING		Production and Distribution of Writing - Standard 6 Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	6	Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact
STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.PDW	Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 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
STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD /	3.W.PDW .6	Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 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 / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	3.W.PDW .6	Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 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. WRITING STANDARDS

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	3.W.RW.1	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes,

Mayflower, Part 1

Tennessee Academic Standards Language Arts Grade 3 - Adopted: 2016

STRAND / STANDARD / COURSE

EXPECTATION 0

FOUNDATIONAL LITERACY STANDARDS

and audiences; promote writing fluency.

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		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

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		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.

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		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.7 a.i.	Use sentence-level context as a clue to the meaning of a word or phrase.
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.

INDICATOR

LEARNING

EXPECTATION 7b.

b.i.

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.

3.FL.VA. Demonstrate understanding of word relationships and nuances in word meanings.

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

LEARNING EXPECTATION c.

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

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

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

EXPECTATION

EXPECTATION

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 EXPECT ATION		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.IKI.8.	Explain how reasons support specific points an author makes in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
CONCEPTUAL STRAND / GUIDING QUESTION	T.III	
STRAND / GUIDING	Kill (I)	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.

LEARNING

EXPECTATION 6

clarification.

READING STANDARDS - INFORMATIONAL TEXT

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

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

WRITING STANDARDS

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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.
INDICATOR	3.W.TP.2. g.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING OUESTION	W.TTP.3	Text Types and Protocol - Standard 3

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		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

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

STRAND / STANDARD / COURSE

WRITING STANDARDS

	W.PDW. 5	Production and Distribution of Writing - Standard 5
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
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
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 2
		Tennessee Academic Standards
		Language Arts
		Grade 3 - Adopted: 2016
STRAND / STANDARD /		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		Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

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

4.a.

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 .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
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		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.
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		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.

WRITING STANDARDS

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

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

STRAND / STANDARD /

COURSE

WRITING STANDARDS

1-3 above.)

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
STANDARD /	W.RBPK	WRITING STANDARDS Research to Build and Present Knowledge - Standard 9
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING		
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING		Research to Build and Present Knowledge - Standard 9 Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	.9 3.W.RBP	Research to Build and Present Knowledge - Standard 9 Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION STRAND / STAND ARD /	3.W.RBP K.9	Research to Build and Present Knowledge - Standard 9 Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research. Include evidence from literary or informational texts, applying grade 3 standards for reading.
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	3.W.RBP K.9	Research to Build and Present Knowledge - Standard 9 Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research. Include evidence from literary or informational texts, applying grade 3 standards for reading. WRITING STANDARDS

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		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 c.

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

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**

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.
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.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		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.
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.
INDICATOR	3.W.TP.2. g.	Apply language standards addressed in the Foundational Literacy standards.
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		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
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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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
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.

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION		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		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 .j.	Capitalize appropriate words in titles.
INDICATOR	3.FL.SC.6	Write a cohesive paragraph with a main idea and detailed structure.

STRAND / STANDARD / COURSE

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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

INDICATOR

 $3. W. TTP. 3 \ \ Apply \ language \ standards \ addressed \ in \ the \ Foundational \ Literacy \ standards.$

.e.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
		Research to Build and Present Knowledge - Standard 9
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	
STRAND / GUIDING		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION K.9

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 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

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION		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 .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
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

C.

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

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
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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		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.
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.	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
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.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
EXPECTATION STRAND / STANDARD /	6	clarification.

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.
INDICATOR	3.W.TP.2. g.	Apply language standards addressed in the Foundational Literacy standards.
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		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
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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND /	W.PDW.	Production and Distribution of Writing - Standard 5
GUIDING QUESTION	5	
	5	Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including

EXPECTATION .5

grade 3.)

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 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

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

.d.

INDICATOR	3.FL.SC.6 Capitalize appropriate words in titlesj.
INDICATOR	3.FL.SC.6 Write a cohesive paragraph with a main idea and detailed structuren.

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 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

EXPECTATION c.

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

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		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
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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
STANDARD /	W.PDW.	WRITING STANDARDS Production and Distribution of Writing - Standard 5
CONCEPTUAL STRAND / GUIDING	W.PDW. 5	
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	5	Production and Distribution of Writing - Standard 5 Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	5 3.W.PDW	Production and Distribution of Writing - Standard 5 Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD /	5 3.W.PDW	Production and Distribution of Writing - Standard 5 Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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.)
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	3.W.PDW .5	Production and Distribution of Writing - Standard 5 Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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.) WRITING STANDARDS

collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single

EXPECTATION .6

sitting as defined in W.1-3.

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.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		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 3.W.RW.1 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, EXPECTATION 0 and audiences; promote writing fluency.

Nile River, Yangtze River

Tennessee Academic Standards Language Arts Grade 3 - Adopted: 2016

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PWR.	Phonics and Word Recognition - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
LEARNING EXPECTATION	3.FL.PW	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
_,	11.0	
INDICATOR		Identify and define the meaning of the most common prefixes and derivational suffixes.

STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		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.

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		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		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 EXPECT ATION		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		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.
INDICATOR	3.FL.VA.7	Determine the meaning of the new word formed when a known affix is added to a known word.

STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		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.
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.
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		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

QUESTION / LEARNING EXPECT ATION

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

LEARNING

EXPECTATION 1

READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		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.IKI.8.	Explain how reasons support specific points an author makes in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
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.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
CONCEPTUAL	SL.CC.1	Comprehension and Collaboration - Standard 1
STRAND / GUIDING QUESTION		
STRAND / GUIDING		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.

3.SL.CC. 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.

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.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

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

LEARNING 3.SL.PKI EXPECTATION 6

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

STRAND / STANDARD / COURSE

WRITING STANDARDS

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

LEARNING 3.W.PDV EXPECTATION .5

3.W.PDW 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

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

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

LEARNING

EXPECTATION

C.10.

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.IKI.8.	Explain how reasons support specific points an author makes in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
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.

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

independently and proficiently.

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

LEARNING 3.W.PDW With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, EXPECTATION 5.5 and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

Roanoke, 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		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.

STRAND / STANDARD / **COURSE**

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		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
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		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
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.
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.IKI.8.	Explain how reasons support specific points an author makes in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		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.
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
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.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
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.
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.
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.
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.
INDICATOR	3.W.TP.2. g.	Apply language standards addressed in the Foundational Literacy standards.
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		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
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	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
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION /		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or
LEARNING EXPECT ATION		trying a new approach.

and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including

EXPECTATION .5

grade 3.)

WRITING STANDARDS

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

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		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 3.W.RW.1 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, EXPECTATION 0 and audiences; promote writing fluency.

Roanoke, 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 EXPECT ATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION		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.

STRAND / STANDARD / COURSE

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 EXPECT ATION		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 .j.	Capitalize appropriate words in titles.
INDICATOR	3.FL.SC.6 .n.	Write a cohesive paragraph with a main idea and detailed structure.

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 3.FL EXPECTATION c.

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

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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		Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	3.W.TP.2.	Introduce a topic.
	a.	

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
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		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
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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5

Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GUIDING QUESTION / LEARNING EXPECT ATION

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
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECT ATION		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.
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.

Roman Colosseum

3.W.RW.1 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes,

Tennessee Academic Standards
Language Arts
Grade 3 - Adopted: 2016

STRAND / STANDARD / COURSE

LEARNING

EXPECTATION 0

FOUNDATIONAL LITERACY STANDARDS

and audiences; promote writing fluency.

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.

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

a.i.

STRAND / STANDARD / COURSE

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

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

STRAND / STANDARD / COURSE

READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		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.

EXPECTATION 1

READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		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.IKI.8.	Explain how reasons support specific points an author makes in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
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
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		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	3.SL.CC.	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.

SPEAKING AND LISTENING STANDARDS

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		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.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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.
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
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		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 Apply language standards addressed in the Foundational Literacy standards.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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
STANDARD /	W.PDW.	WRITING STANDARDS Production and Distribution of Writing - Standard 6
CONCEPTUAL STRAND / GUIDING		
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	6	Production and Distribution of Writing - Standard 6 Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECT ATION	3.W.PDW	Production and Distribution of Writing - Standard 6 Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 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
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD /	3.W.PDW .6	Production and Distribution of Writing - Standard 6 Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 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.
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	3.W.PDW .6	Production and Distribution of Writing - Standard 6 Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 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. WRITING STANDARDS

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION I LEARNING EXPECT ATION		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 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

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION		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		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	Form and use regular and irregular verbs.

.d.

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
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		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
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		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
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		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.
STRAND /		READING STANDARDS - INFORMATIONAL TEXT

STRAND / READING STANDARDS - INFORMATIONAL TEXT STANDARD / COURSE

CONCEPTUAL R.KID.2. Key Ideas and Details - Standard 2
STRAND /
GUIDING
QUESTION

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 EXPECT ATION		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 EXPECT ATION		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.IKI.8.	Explain how reasons support specific points an author makes in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10

GUIDING QUESTION I LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
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
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.
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.
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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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.)

Rooster, Part 1

STRAND / FOUNDATIONAL |
STANDARD /
COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		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.

STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		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		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.

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		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		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	Use sentence-level context as a clue to the meaning of a word or phrase.

a.i.

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		Demonstrate understanding of word relationships and nuances in word meanings.

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

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 c.

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

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1	
GUIDING QUESTION / LEARNING EXPECTATION		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.	

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 EXPECT ATION		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 EXPECT ATION		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 EXPECT ATION		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.IKI.8.	Explain how reasons support specific points an author makes in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
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
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		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.
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.	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
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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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.
INDICATOR	3.W.TP.2. g.	Apply language standards addressed in the Foundational Literacy standards.
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		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
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.)

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		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.
		Rooster, Part 2
		Tennessee Academic Standards Language Arts
		Tennessee Academic Standards
STRAND / STANDARD / COURSE		Tennessee Academic Standards Language Arts
STANDARD /	FL.WC.4	Tennessee Academic Standards Language Arts Grade 3 - Adopted: 2016
CONCEPTUAL STRAND / GUIDING	FL.WC.4	Tennessee Academic Standards Language Arts Grade 3 - Adopted: 2016 FOUNDATIONAL LITERACY STANDARDS
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	3.FL.WC.	Tennessee Academic Standards Language Arts Grade 3 - Adopted: 2016 FOUNDATIONAL LITERACY STANDARDS Word Composition - Standard 4 Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECT ATION LEARNING	3.FL.WC.	Tennessee Academic Standards Language Arts Grade 3 - Adopted: 2016 FOUNDATIONAL LITERACY STANDARDS Word Composition - Standard 4 Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION	3.FL.WC. 4	Tennessee Academic Standards Language Arts Grade 3 - Adopted: 2016 FOUNDATIONAL LITERACY STANDARDS Word Composition - Standard 4 Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION	3.FL.WC. 4 3.FL.WC. 4.a.	Tennessee Academic Standards Language Arts Grade 3 - Adopted: 2016 FOUNDATIONAL LITERACY STANDARDS Word Composition - Standard 4 Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.

CONCEPTUAL FL.SC.6 Sentence Composition - Standard 6 STRAND / GUIDING

QUESTION

GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION		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 .j.	Capitalize appropriate words in titles.
INDICATOR	3.FL.SC.6 .n.	Write a cohesive paragraph with a main idea and detailed structure.

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 c.

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

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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.	Group related information together, including illustrations when needed to provide clarity to the reader.
	b.	

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
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		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
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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	3.W.PDW	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

and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including

EXPECTATION .5

grade 3.)

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING	3.W.PDW	With guidance and support from adults, use technology to produce and publish writing, as well as to interact and

EXPECTATION .6

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

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 K.9

3.W.RBP 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

0

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.

The Fox and the Crow, Part 1

Tennessee Academic Standards Language Arts Grade 3 - Adopted: 2016

STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING	FL.F.5	Fluency - Standard 5
QUESTION		

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.

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		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		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.

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		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		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	Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / STANDARD / COURSE a.i.

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		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
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.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
STANDARD /	R.KID.1.	READING STANDARDS - LITERATURE Key Ideas and Details - Standard 1
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	R.KID.1.	
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING		Key Ideas and Details - Standard 1 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
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.RL.KID.	Key Ideas and Details - Standard 1 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. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD /	3.RL.KID. 1.	Key Ideas and Details - Standard 1 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. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	3.RL.KID. 1.	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. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. READING STANDARDS - LITERATURE

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.
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.

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.RRT C.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
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.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
STRAND / GUIDING	SL.PKI.4	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.
STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	3.SL.PKI.	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
STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.SL.PKI.	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. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive
STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD /	3.SL.PKI. 4	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. 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 / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	3.SL.PKI. 4	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. 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. SPEAKING AND LISTENING STANDARDS
STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	3.SL.PKI. 4	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. 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. SPEAKING AND LISTENING STANDARDS Presentation of Knowledge and Ideas - Standard 6 Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		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	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.
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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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
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	3.W.RW.1	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes,
EXPECTATION		and audiences; promote writing fluency.

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 EXPECT ATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION		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		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**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
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GUIDING QUESTION I 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.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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 t text.
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, lesso or moral and explain how it is conveyed through key details in the text.
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, an audience.
LEARNING EXPECTATION	3.SL.PKI.	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/		SPEAKING AND LISTENING STANDARDS
STANDARD / COURSE		

GUIDING QUESTION / LEARNING EXPECT ATION		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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		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	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
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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECT ATION		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.
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.

The Theft of Thor's Hammer, Part 1

3.W.RW.1 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes,

Tennessee Academic Standards
Language Arts
Grade 3 - Adopted: 2016

STRAND / STANDARD / COURSE

LEARNING

EXPECTATION 0

FOUNDATIONAL LITERACY STANDARDS

and audiences; promote writing fluency.

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PWR.	Phonics and Word Recognition - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
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	Decode words with common Latin suffixes, such as -ly, -less, and -ful.

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		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		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.

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STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		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.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
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		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		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
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.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		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.

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	R.CS.6.	Craft and Structure - Standard 6
QUESTION		

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
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.
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.RRT C.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
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.
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.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		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.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		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.
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.)
STRAND /		WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		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.
		The Theft of Thor's Hammer, Part 2
		Tennessee Academic Standards Language Arts Grade 3 - Adopted: 2016
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.PWR.	Phonics and Word Recognition - Standard 3
GUIDING QUESTION / LEARNING		Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PWR.	Phonics and Word Recognition - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
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	Decode words with common Latin suffixes, such as -ly, -less, and -ful.

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

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.	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 .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

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		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.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
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.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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.
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 EXPECT ATION		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		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.	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
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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		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
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	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.)

1-3 above.)

WRITING STANDARDS

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	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.
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.
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 3.W.RW.1 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, EXPECTATION 0 and audiences; promote writing fluency.

Tornadoes

Tennessee Academic Standards Language Arts

Grade 3 - Adopted: 2016

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

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

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		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

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION		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 /		FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		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		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.
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

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
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GUIDING QUESTION / LEARNING EXPECT ATION		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		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
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.
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.

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

LEARNING EXPECTATION

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.IKI.8.	Explain how reasons support specific points an author makes in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
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.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
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.

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.	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
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		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.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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.
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
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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

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.
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.
		Treasure Map, Part 1
		Tennessee Academic Standards Language Arts
STRAND / STANDARD / COURSE		Tennessee Academic Standards
STANDARD /	FL.F.5	Tennessee Academic Standards Language Arts Grade 3 - Adopted: 2016
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	FL.F.5	Tennessee Academic Standards Language Arts Grade 3 - Adopted: 2016 FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	FL.F.5	Tennessee Academic Standards Language Arts Grade 3 - Adopted: 2016 FOUNDATIONAL LITERACY STANDARDS Fluency - Standard 5
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECT ATION LEARNING	3.FL.F.5	Tennessee Academic Standards Language Arts Grade 3 - Adopted: 2016 FOUNDATIONAL LITERACY STANDARDS Fluency - Standard 5 Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
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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		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 .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
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		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
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		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		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
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GIIIDING		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases

GUIDING
QUESTION

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

LEARNING EXPECTATION

READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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.
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 EXPECT ATION		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.

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

LEARNING

EXPECTATION 4

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.IKI.8.	Explain how reasons support specific points an author makes in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
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
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.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		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.

3.SL.PKI. 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.

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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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.
INDICATOR	3.W.TP.2. g.	Apply language standards addressed in the Foundational Literacy standards.
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		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
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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		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.
		Treasure Map, 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		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write

GUIDING
QUESTION /
LEARNING
EXPECTATION

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

Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

Specification of the phonics and word analysis skills when encoding words; write legibly.

Specification of the phonics and word analysis skills when encoding words; write legibly.

4.a.

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		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 .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
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.
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.

 $Write\ informative/explanatory\ texts\ to\ examine\ a\ topic\ and\ convey\ ideas\ and\ information.$

3.W.TP.

EXPECTATION 2

LEARNING

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.

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		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	Apply language standards addressed in the Foundational Literacy standards.

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

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL N STRAND / 5 GUIDING QUESTION		Production and Distribution of Writing - Standard 5
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECT ATION		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.
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.

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		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 .j.	Capitalize appropriate words in titles.
INDICATOR	3.FL.SC.6	Write a cohesive paragraph with a main idea and detailed structure.

STRAND / STANDARD / COURSE

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		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
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		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
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.
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.IKI.8.	Explain how reasons support specific points an author makes in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		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.
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
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10

GUIDING QUESTION I LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
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
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.
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.
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.
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.
INDICATOR	3.W.TP.2. g.	Apply language standards addressed in the Foundational Literacy standards.
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		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
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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or
QUESTION / LEARNING EXPECTATION		trying a new approach.

and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including

EXPECTATION .5

grade 3.)

WRITING STANDARDS

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

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		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 3.W.RW.1 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, EXPECTATION 0 and audiences; promote writing fluency.

William Penn, Part 2

Tennessee Academic Standards Language Arts Grade 3 - Adopted: 2016

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.PWR.	Phonics and Word Recognition - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
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	Decode words with common Latin suffixes, such as -ly, -less, and -ful.

STRAND / STANDARD / COURSE

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

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		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 .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

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		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.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
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.
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		Provide a conclusion.
	d.	

INDICATOR

WRITING STANDARDS

CONCEPTUAL W.TTP.3 Text Types and Protocol - Standard 3 STRAND / GUIDING					
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GUIDING				,,,	
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3.W.TP.2. Apply language standards addressed in the Foundational Literacy standards.

GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		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
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
STRAND / GUIDING		Production and Distribution of Writing - Standard 5 Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	5	Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or
STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION	3.W.PDW .5	Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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
STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD /	3.W.PDW .5	Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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 / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	3.W.PDW .5	Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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.) WRITING STANDARDS

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 K.9

3.W.RBP

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 0

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.