

Main Criteria: Adventures in Writing

Secondary Criteria: Virginia Standards of Learning

Subject: Language Arts

Grade: 3

Adventures in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Virginia Standards of Learning

Language Arts

Grade 3 - Adopted: 2024

STRAND / TOPIC

Foundations for Reading

STANDARD / STRAND	3.FFR.3.	Phonics and Word Recognition: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.
INDICATOR / STANDARD	C.	Use knowledge of affixes (e.g., suffixes, prefixes) to decode and encode words.

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	3.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	A.	Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 2-3 bands (See Quantitative and Qualitative Analysis charts for determining complexity in the Appendix) (Text Complexity, 2-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	3.RV.	The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.
INDICATOR / STANDARD	3.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.
INDICATOR	H.	Use strategies to infer word meanings.

INDICATOR / STANDARD	3.LU.1.	Grammar
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INDICATOR A. Produce, expand, and rearrange simple and compound sentences when speaking and writing.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	3.C.1.	Communication, Listening, and Collaboration
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INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and texts. This includes:
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PROGRESS INDICATOR i. Listening actively and speaking using agreed-upon discussion rules.

STRAND / TOPIC **Communications and Multimodal Literacies**

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	3.C.2.	Speaking and Presentation of Ideas
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INDICATOR	A.	Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:
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PROGRESS INDICATOR ii. Speaking audibly with appropriate pacing, prosody, and voice level.

Lesson 02: Unit 1 Note Making and Outlines, p. 19-24

Virginia Standards of Learning

Language Arts

Grade 3 - Adopted: 2024

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	3.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD A. Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).

INDICATOR / STANDARD B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 2-3 bands (See Quantitative and Qualitative Analysis charts for determining complexity in the Appendix) (Text Complexity, 2-12).

INDICATOR / STANDARD E. Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC **Reading and Vocabulary**

STANDARD / STRAND	3.RV.	The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.
INDICATOR / STANDARD	3.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.
INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Use strategies to infer word meanings.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	3.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/fall tale, with a focus on folklore and tall tales.
INDICATOR / STANDARD	3.RL.3.	Integration of Concepts

INDICATOR	A.	Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge.
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STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	3.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	3.RI.1.	Key Ideas and Confirming Details

INDICATOR	A.	Determine the main idea of multi-paragraph texts as well as specific paragraphs within them.
INDICATOR	B.	Summarize texts using language that pertains to time, sequence, and cause and effect, referring to historical events, scientific ideas, or steps in technical procedures.
INDICATOR	C.	Identify and explain how an author uses reasons and evidence to support specific points in texts.

STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	3.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	3.RI.2.	Craft and Style

INDICATOR	A.	Describe major structural differences between the organizational patterns of different informational texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological order) and how they support a reader's understanding of the text.
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**STRAND /
TOPIC****Writing**

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.1.	Modes and Purposes for Writing

INDICATOR C. Write informative/explanatory texts to examine a topic that develops the topic with facts and details.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.1.	Grammar

INDICATOR A. Produce, expand, and rearrange simple and compound sentences when speaking and writing.

INDICATOR D. Form and use regular and irregular verbs when speaking and writing.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and speaking using agreed-upon discussion rules.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:

PROGRESS INDICATOR ii. Speaking audibly with appropriate pacing, prosody, and voice level.

Lesson 03: Unit 1 Note Making and Outlines, p. 25-28

Virginia Standards of Learning

Language Arts

Grade 3 - Adopted: 2024

PROGRESS INDICATOR	iii.	Elaborating writing by including supporting details.
STRAND / TOPIC		Writing
STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.3.	Usage and Mechanics
INDICATOR	A.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
INDICATOR	B.	With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations).
STRAND / TOPIC		Language Usage
STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.1.	Grammar
INDICATOR	A.	Produce, expand, and rearrange simple and compound sentences when speaking and writing.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.2.	Mechanics
INDICATOR	E.	Consult reference materials, including beginning dictionaries to check and correct spelling.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.

Lesson 05: Unit 2 Writing from Notes, p. p. 37-44

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	3.FFR.3.	Phonics and Word Recognition: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.
INDICATOR / STANDARD	C.	Use knowledge of affixes (e.g., suffixes, prefixes) to decode and encode words.

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	3.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	A.	Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 2-3 bands (See Quantitative and Qualitative Analysis charts for determining complexity in the Appendix) (Text Complexity, 2-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	3.RV.	The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.
INDICATOR / STANDARD	3.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.
INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Use strategies to infer word meanings.
INDICATOR	I.	Use glossaries, beginning dictionaries and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC Reading Literary Text

STANDARD / STRAND	3.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tale, with a focus on folklore and tall tales.
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INDICATOR / STANDARD	3.RL.3.	Integration of Concepts
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INDICATOR A. Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge.

STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	3.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
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INDICATOR / STANDARD	3.RI.1.	Key Ideas and Confirming Details
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INDICATOR A. Determine the main idea of multi-paragraph texts as well as specific paragraphs within them.

INDICATOR B. Summarize texts using language that pertains to time, sequence, and cause and effect, referring to historical events, scientific ideas, or steps in technical procedures.

INDICATOR C. Identify and explain how an author uses reasons and evidence to support specific points in texts.

STRAND / TOPIC **Reading Informational Text**

STANDARD / STRAND	3.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
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INDICATOR / STANDARD	3.RI.2.	Craft and Style
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INDICATOR A. Describe major structural differences between the organizational patterns of different informational texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological order) and how they support a reader's understanding of the text.

STRAND / TOPIC **Foundations for Writing**

STANDARD / STRAND	3.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
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INDICATOR / STANDARD	3.FFW.2.	Spelling
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INDICATOR A. Use phoneme-grapheme correspondence to encode (spell) multisyllabic words.

INDICATOR C. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC **Writing**

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
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INDICATOR / STANDARD	3.W.1.	Modes and Purposes for Writing
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INDICATOR A. Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.

INDICATOR	C.	Write informative/explanatory texts to examine a topic that develops the topic with facts and details.
STRAND / TOPIC		Writing
STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose a well-developed paragraph. This includes:
PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre.

PROGRESS INDICATOR	iii.	Elaborating writing by including supporting details.
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STRAND / TOPIC		Writing
STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.3.	Usage and Mechanics
INDICATOR	A.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
INDICATOR	B.	With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations).

STRAND / TOPIC		Language Usage
STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.1.	Grammar
INDICATOR	A.	Produce, expand, and rearrange simple and compound sentences when speaking and writing.

STRAND / TOPIC		Language Usage
STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.2.	Mechanics
INDICATOR	D.	Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge.
INDICATOR	E.	Consult reference materials, including beginning dictionaries to check and correct spelling.

INDICATOR / STANDARD	3.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.
INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Use strategies to infer word meanings.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	3.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/fall tale, with a focus on folklore and tall tales.
INDICATOR / STANDARD	3.RL.3.	Integration of Concepts
INDICATOR	A.	Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	3.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	3.RI.1.	Key Ideas and Confirming Details
INDICATOR	A.	Determine the main idea of multi-paragraph texts as well as specific paragraphs within them.
INDICATOR	B.	Summarize texts using language that pertains to time, sequence, and cause and effect, referring to historical events, scientific ideas, or steps in technical procedures.
INDICATOR	C.	Identify and explain how an author uses reasons and evidence to support specific points in texts.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	3.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	3.RI.2.	Craft and Style
INDICATOR	A.	Describe major structural differences between the organizational patterns of different informational texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological order) and how they support a reader's understanding of the text.

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	3.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
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INDICATOR	A.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
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INDICATOR	B.	With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.1.	Grammar

INDICATOR	A.	Produce, expand, and rearrange simple and compound sentences when speaking and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.2.	Mechanics

INDICATOR	D.	Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge.
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INDICATOR	E.	Consult reference materials, including beginning dictionaries to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:

PROGRESS INDICATOR	ii.	Speaking audibly with appropriate pacing, prosody, and voice level.
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STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose a well-developed paragraph. This includes:
PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre.

PROGRESS INDICATOR	iii.	Elaborating writing by including supporting details.
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STRAND / TOPIC

Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.3.	Usage and Mechanics
INDICATOR	A.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.

INDICATOR	B.	With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.1.	Grammar

INDICATOR	A.	Produce, expand, and rearrange simple and compound sentences when speaking and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.2.	Mechanics

INDICATOR	D.	Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge.
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INDICATOR	E.	Consult reference materials, including beginning dictionaries to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR	B.	Discuss meanings of complex words and phrases acquired through conversations and literature.
INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Use strategies to infer word meanings.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	3.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tale, with a focus on folklore and tall tales.
INDICATOR / STANDARD	3.RL.1.	Key Ideas and Plot Details
INDICATOR	A.	Identify thematic topics of stories (e.g. friendship, survival, determination) and the lessons learned.
INDICATOR	B.	Identify the central conflict and resolution using events from the plot to summarize the text.
INDICATOR	C.	Describe a character's attributes, including their traits, motivations, or feelings and how they develop throughout the text.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	3.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tale, with a focus on folklore and tall tales.
INDICATOR / STANDARD	3.RL.2.	Craft and Style
INDICATOR	A.	Discuss how an author uses characters and settings to advance the plot.
INDICATOR	C.	Identify the narrator of a story and the speaker of a poem.
INDICATOR	D.	Identify the characteristics of different genres.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	3.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tale, with a focus on folklore and tall tales.
INDICATOR / STANDARD	3.RL.3.	Integration of Concepts
INDICATOR	A.	Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge.

STRAND / TOPIC

Writing

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	3.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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**INDICATOR /
STANDARD**

E.

Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	3.RV.	The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.
INDICATOR / STANDARD	3.RV.1.	Vocabulary Development and Word Analysis

INDICATOR

G.

Distinguish shades of meaning among verbs and adjectives.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	3.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tale, with a focus on folklore and tall tales.
INDICATOR / STANDARD	3.RL.1.	Key Ideas and Plot Details

INDICATOR

B.

Identify the central conflict and resolution using events from the plot to summarize the text.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	3.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tale, with a focus on folklore and tall tales.
INDICATOR / STANDARD	3.RL.2.	Craft and Style

INDICATOR

A.

Discuss how an author uses characters and settings to advance the plot.

**STRAND /
TOPIC****Foundations for Writing**

STANDARD / STRAND	3.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	3.FFW.2.	Spelling

INDICATOR

A.

Use phoneme-grapheme correspondence to encode (spell) multisyllabic words.

INDICATOR

C.

Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.
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INDICATOR	B.	Write personal or fictional narratives that organize event sequences that unfold naturally.
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**STRAND /
TOPIC****Writing**

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose a well-developed paragraph. This includes:

PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre.
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PROGRESS INDICATOR	iii.	Elaborating writing by including supporting details.
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**STRAND /
TOPIC****Writing**

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.3.	Usage and Mechanics

INDICATOR	A.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
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INDICATOR	B.	With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations).
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**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.1.	Grammar

INDICATOR	A.	Produce, expand, and rearrange simple and compound sentences when speaking and writing.
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**STRAND /
TOPIC****Language Usage**

INDICATOR / STANDARD	E.	Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	3.RV.	The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.
INDICATOR / STANDARD	3.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.
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INDICATOR	B.	Discuss meanings of complex words and phrases acquired through conversations and literature.
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INDICATOR	H.	Use strategies to infer word meanings.
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INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	3.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tale, with a focus on folklore and tall tales.
INDICATOR / STANDARD	3.RL.1.	Key Ideas and Plot Details

INDICATOR	A.	Identify thematic topics of stories (e.g. friendship, survival, determination) and the lessons learned.
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INDICATOR	B.	Identify the central conflict and resolution using events from the plot to summarize the text.
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INDICATOR	C.	Describe a character's attributes, including their traits, motivations, or feelings and how they develop throughout the text.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	3.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tale, with a focus on folklore and tall tales.
INDICATOR / STANDARD	3.RL.2.	Craft and Style

INDICATOR	A.	Discuss how an author uses characters and settings to advance the plot.
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INDICATOR	C.	Identify the narrator of a story and the speaker of a poem.
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INDICATOR	D.	Identify the characteristics of different genres.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	3.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tale, with a focus on folklore and tall tales.
INDICATOR / STANDARD	3.RL.3.	Integration of Concepts

INDICATOR A. Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge.

STRAND / TOPIC Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.1.	Modes and Purposes for Writing

INDICATOR A. Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.

INDICATOR B. Write personal or fictional narratives that organize event sequences that unfold naturally.

STRAND / TOPIC Language Usage

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.1.	Grammar

INDICATOR A. Produce, expand, and rearrange simple and compound sentences when speaking and writing.

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and speaking using agreed-upon discussion rules.

STRAND / TOPIC Communications and Multimodal Literacies

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:

PROGRESS INDICATOR ii. Speaking audibly with appropriate pacing, prosody, and voice level.

Virginia Standards of Learning

Language Arts

Grade 3 - Adopted: 2024

STRAND / TOPIC Foundations for Reading

STANDARD / STRAND	3.FFR.3.	Phonics and Word Recognition: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.
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INDICATOR / STANDARD	C.	Use knowledge of affixes (e.g., suffixes, prefixes) to decode and encode words.
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STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	3.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	E.	Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
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STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	3.RV.	The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.
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INDICATOR / STANDARD	3.RV.1.	Vocabulary Development and Word Analysis
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INDICATOR	E.	Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.
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INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
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INDICATOR	I.	Use glossaries, beginning dictionaries and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
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STRAND / TOPIC Reading Literary Text

STANDARD / STRAND	3.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/fall tale, with a focus on folklore and tall tales.
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INDICATOR / STANDARD	3.RL.1.	Key Ideas and Plot Details
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INDICATOR	B.	Identify the central conflict and resolution using events from the plot to summarize the text.
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STRAND / TOPIC Reading Literary Text

STANDARD / STRAND	3.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tale, with a focus on folklore and tall tales.
INDICATOR / STANDARD	3.RL.2.	Craft and Style

INDICATOR A. Discuss how an author uses characters and settings to advance the plot.

STRAND / TOPIC Foundations for Writing

STANDARD / STRAND	3.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	3.FFW.2.	Spelling

INDICATOR A. Use phoneme-grapheme correspondence to encode (spell) multisyllabic words.

INDICATOR C. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.1.	Modes and Purposes for Writing

INDICATOR A. Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.

INDICATOR B. Write personal or fictional narratives that organize event sequences that unfold naturally.

STRAND / TOPIC Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.2.	Organization and Composition

INDICATOR A. Engage in writing as a process to compose a well-developed paragraph. This includes:

PROGRESS INDICATOR ii. Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre.

PROGRESS INDICATOR iii. Elaborating writing by including supporting details.

STRAND / TOPIC Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.3.	Usage and Mechanics

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	3.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	A.	Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 2-3 bands (See Quantitative and Qualitative Analysis charts for determining complexity in the Appendix) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to texts through discussions and/or writing, draw several pieces of evidence from read alouds and grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	3.RV.	The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.
INDICATOR / STANDARD	3.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.
INDICATOR	E.	Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.
INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Use strategies to infer word meanings.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	3.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tale, with a focus on folklore and tall tales.
INDICATOR / STANDARD	3.RL.3.	Integration of Concepts
INDICATOR	A.	Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge.

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose a well-developed paragraph. This includes:

PROGRESS INDICATOR	i.	Writing a clear topic sentence focusing on a main idea.
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PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre.
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PROGRESS INDICATOR	iii.	Elaborating writing by including supporting details.
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PROGRESS INDICATOR	v.	Providing a concluding statement.
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STRAND / TOPIC

Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.3.	Usage and Mechanics

INDICATOR	A.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
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INDICATOR	B.	With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.1.	Grammar

INDICATOR	A.	Produce, expand, and rearrange simple and compound sentences when speaking and writing.
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INDICATOR	D.	Form and use regular and irregular verbs when speaking and writing.
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INDICATOR	E.	Use subject-verb agreement in simple sentences.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.2.	Mechanics

INDICATOR / STANDARD	A.	Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 2-3 bands (See Quantitative and Qualitative Analysis charts for determining complexity in the Appendix) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to texts through discussions and/or writing, draw several pieces of evidence from read alouds and grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	3.RV.	The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.
INDICATOR / STANDARD	3.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.
INDICATOR	E.	Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.
INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Use strategies to infer word meanings.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	3.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tale, with a focus on folklore and tall tales.
INDICATOR / STANDARD	3.RL.3.	Integration of Concepts
INDICATOR	A.	Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	3.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	3.RI.1.	Key Ideas and Confirming Details

INDICATOR	A.	Determine the main idea of multi-paragraph texts as well as specific paragraphs within them.
INDICATOR	B.	Summarize texts using language that pertains to time, sequence, and cause and effect, referring to historical events, scientific ideas, or steps in technical procedures.
INDICATOR	C.	Identify and explain how an author uses reasons and evidence to support specific points in texts.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	3.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	3.RI.2.	Craft and Style

INDICATOR	A.	Describe major structural differences between the organizational patterns of different informational texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological order) and how they support a reader's understanding of the text.
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STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	3.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	3.FFW.2.	Spelling

INDICATOR	A.	Use phoneme-grapheme correspondence to encode (spell) multisyllabic words.
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INDICATOR	C.	Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.
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STRAND / TOPIC

Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.
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INDICATOR	C.	Write informative/explanatory texts to examine a topic that develops the topic with facts and details.
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STRAND / TOPIC

Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose a well-developed paragraph. This includes:

PROGRESS INDICATOR	i.	Writing a clear topic sentence focusing on a main idea.
PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre.
PROGRESS INDICATOR	iii.	Elaborating writing by including supporting details.
PROGRESS INDICATOR	v.	Providing a concluding statement.

STRAND / TOPIC

Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.3.	Usage and Mechanics
INDICATOR	A.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
INDICATOR	B.	With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.1.	Grammar
INDICATOR	A.	Produce, expand, and rearrange simple and compound sentences when speaking and writing.
INDICATOR	D.	Form and use regular and irregular verbs when speaking and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.2.	Mechanics
INDICATOR	A.	Use commas in series, dates, addresses, and in greetings and closings of letters.
INDICATOR	D.	Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge.
INDICATOR	E.	Consult reference materials, including beginning dictionaries to check and correct spelling.

STRAND / TOPIC**Communications and Multimodal Literacies**

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.

STRAND / TOPIC**Communications and Multimodal Literacies**

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:
PROGRESS INDICATOR	ii.	Speaking audibly with appropriate pacing, prosody, and voice level.

Lesson 14: Unit 4 Summarizing a Reference, p. 101-108

Virginia Standards of Learning**Language Arts****Grade 3 - Adopted: 2024****STRAND / TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	3.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	A.	Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 2-3 bands (See Quantitative and Qualitative Analysis charts for determining complexity in the Appendix) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to texts through discussions and/or writing, draw several pieces of evidence from read alouds and grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	3.RV.	The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.
INDICATOR / STANDARD	3.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.
INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Use strategies to infer word meanings.
INDICATOR	I.	Use glossaries, beginning dictionaries and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	3.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tale, with a focus on folklore and tall tales.
INDICATOR / STANDARD	3.RL.3.	Integration of Concepts
INDICATOR	A.	Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge.

**STRAND /
TOPIC****Reading Informational Text**

STANDARD / STRAND	3.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	3.RI.1.	Key Ideas and Confirming Details
INDICATOR	A.	Determine the main idea of multi-paragraph texts as well as specific paragraphs within them.
INDICATOR	B.	Summarize texts using language that pertains to time, sequence, and cause and effect, referring to historical events, scientific ideas, or steps in technical procedures.
INDICATOR	C.	Identify and explain how an author uses reasons and evidence to support specific points in texts.

**STRAND /
TOPIC****Reading Informational Text**

STANDARD / STRAND	3.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	3.RI.2.	Craft and Style

INDICATOR	A.	Describe major structural differences between the organizational patterns of different informational texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological order) and how they support a reader's understanding of the text.
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STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	3.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	3.FFW.2.	Spelling

INDICATOR	A.	Use phoneme-grapheme correspondence to encode (spell) multisyllabic words.
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INDICATOR	C.	Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.
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STRAND / TOPIC

Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.
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INDICATOR	C.	Write informative/explanatory texts to examine a topic that develops the topic with facts and details.
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STRAND / TOPIC

Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.2.	Organization and Composition

INDICATOR	A.	Engage in writing as a process to compose a well-developed paragraph. This includes:
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PROGRESS INDICATOR	i.	Writing a clear topic sentence focusing on a main idea.
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PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre.
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PROGRESS INDICATOR	iii.	Elaborating writing by including supporting details.
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PROGRESS INDICATOR	v.	Providing a concluding statement.
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STRAND / TOPIC

Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
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INDICATOR / STANDARD	3.W.3.	Usage and Mechanics
INDICATOR	A.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.

INDICATOR	B.	With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.1.	Grammar

INDICATOR	A.	Produce, expand, and rearrange simple and compound sentences when speaking and writing.
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INDICATOR	D.	Form and use regular and irregular verbs when speaking and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.2.	Mechanics

INDICATOR	A.	Use commas in series, dates, addresses, and in greetings and closings of letters.
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INDICATOR	D.	Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge.
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INDICATOR	E.	Consult reference materials, including beginning dictionaries to check and correct spelling.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and texts. This includes:
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PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
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INDICATOR / STANDARD	3.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:

PROGRESS INDICATOR ii. Speaking audibly with appropriate pacing, prosody, and voice level.

Lesson 15: Unit 4 Summarizing a Reference, p. 109-118

Virginia Standards of Learning

Language Arts

Grade 3 - Adopted: 2024

STRAND / TOPIC Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	3.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	A.	Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 2-3 bands (See Quantitative and Qualitative Analysis charts for determining complexity in the Appendix) (Text Complexity, 2-12).
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INDICATOR / STANDARD	C.	When responding to texts through discussions and/or writing, draw several pieces of evidence from read alouds and grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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INDICATOR / STANDARD	E.	Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
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STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	3.RV.	The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.
INDICATOR / STANDARD	3.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.
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INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
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INDICATOR	H.	Use strategies to infer word meanings.
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INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.
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**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	3.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/fall tale, with a focus on folklore and tall tales.
INDICATOR / STANDARD	3.RL.3.	Integration of Concepts

INDICATOR A. Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge.

**STRAND /
TOPIC****Reading Informational Text**

STANDARD / STRAND	3.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	3.RI.1.	Key Ideas and Confirming Details

INDICATOR A. Determine the main idea of multi-paragraph texts as well as specific paragraphs within them.

INDICATOR B. Summarize texts using language that pertains to time, sequence, and cause and effect, referring to historical events, scientific ideas, or steps in technical procedures.

INDICATOR C. Identify and explain how an author uses reasons and evidence to support specific points in texts.

**STRAND /
TOPIC****Reading Informational Text**

STANDARD / STRAND	3.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	3.RI.2.	Craft and Style

INDICATOR A. Describe major structural differences between the organizational patterns of different informational texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological order) and how they support a reader's understanding of the text.

**STRAND /
TOPIC****Foundations for Writing**

STANDARD / STRAND	3.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	3.FFW.2.	Spelling

INDICATOR A. Use phoneme-grapheme correspondence to encode (spell) multisyllabic words.

INDICATOR C. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
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INDICATOR / STANDARD	3.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.

INDICATOR	C.	Write informative/explanatory texts to examine a topic that develops the topic with facts and details.
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STRAND / TOPIC

Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
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INDICATOR / STANDARD	3.W.2.	Organization and Composition
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INDICATOR	A.	Engage in writing as a process to compose a well-developed paragraph. This includes:
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PROGRESS INDICATOR	i.	Writing a clear topic sentence focusing on a main idea.
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PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre.
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PROGRESS INDICATOR	iii.	Elaborating writing by including supporting details.
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PROGRESS INDICATOR	v.	Providing a concluding statement.
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STRAND / TOPIC

Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
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INDICATOR / STANDARD	3.W.3.	Usage and Mechanics
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INDICATOR	A.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
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INDICATOR	B.	With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
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INDICATOR / STANDARD	3.LU.1.	Grammar
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INDICATOR	A.	Produce, expand, and rearrange simple and compound sentences when speaking and writing.
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INDICATOR	D.	Form and use regular and irregular verbs when speaking and writing.
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INDICATOR	E.	Use subject-verb agreement in simple sentences.
STRAND / TOPIC		Language Usage
STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.2.	Mechanics

INDICATOR	D.	Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge.
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INDICATOR	E.	Consult reference materials, including beginning dictionaries to check and correct spelling.
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STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:

PROGRESS INDICATOR	ii.	Speaking audibly with appropriate pacing, prosody, and voice level.
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Lesson 16: Unit 4 Summarizing a Reference, p. 119-126

Virginia Standards of Learning

Language Arts

Grade 3 - Adopted: 2024

STRAND / TOPIC		Foundations for Reading
STANDARD / STRAND	3.FFR.3.	Phonics and Word Recognition: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.

INDICATOR / STANDARD	C.	Use knowledge of affixes (e.g., suffixes, prefixes) to decode and encode words.
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**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	3.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	A.	Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 2-3 bands (See Quantitative and Qualitative Analysis charts for determining complexity in the Appendix) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to texts through discussions and/or writing, draw several pieces of evidence from read alouds and grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	3.RV.	The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.
INDICATOR / STANDARD	3.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.
INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Use strategies to infer word meanings.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	3.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/fall tale, with a focus on folklore and tall tales.
INDICATOR / STANDARD	3.RL.3.	Integration of Concepts
INDICATOR	A.	Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge.

**STRAND /
TOPIC****Reading Informational Text**

INDICATOR	A.	Engage in writing as a process to compose a well-developed paragraph. This includes:
PROGRESS INDICATOR	i.	Writing a clear topic sentence focusing on a main idea.
PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre.
PROGRESS INDICATOR	iii.	Elaborating writing by including supporting details.
PROGRESS INDICATOR	v.	Providing a concluding statement.

STRAND / TOPIC

Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.3.	Usage and Mechanics
INDICATOR	A.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
INDICATOR	B.	With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations).

STRAND / TOPIC

Language Usage

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.1.	Grammar
INDICATOR	A.	Produce, expand, and rearrange simple and compound sentences when speaking and writing.
INDICATOR	D.	Form and use regular and irregular verbs when speaking and writing.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.2.	Mechanics
INDICATOR	D.	Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge.
INDICATOR	E.	Consult reference materials, including beginning dictionaries to check and correct spelling.

STRAND / TOPIC**Communications and Multimodal Literacies**

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.

STRAND / TOPIC**Communications and Multimodal Literacies**

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:
PROGRESS INDICATOR	ii.	Speaking audibly with appropriate pacing, prosody, and voice level.

Lesson 17: Unit 5 Writing from Pictures, p. 127-132

Virginia Standards of Learning**Language Arts****Grade 3 - Adopted: 2024****STRAND / TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	3.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	A.	Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 2-3 bands (See Quantitative and Qualitative Analysis charts for determining complexity in the Appendix) (Text Complexity, 2-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC**Reading and Vocabulary**

STANDARD / STRAND	3.RV.	The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.
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INDICATOR / STANDARD	3.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.
INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Use strategies to infer word meanings.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	3.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/fall tale, with a focus on folklore and tall tales.
INDICATOR / STANDARD	3.RL.3.	Integration of Concepts
INDICATOR	A.	Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	3.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	3.RI.1.	Key Ideas and Confirming Details
INDICATOR	A.	Determine the main idea of multi-paragraph texts as well as specific paragraphs within them.
INDICATOR	C.	Identify and explain how an author uses reasons and evidence to support specific points in texts.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	3.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	3.RI.2.	Craft and Style
INDICATOR	A.	Describe major structural differences between the organizational patterns of different informational texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological order) and how they support a reader's understanding of the text.

STRAND / TOPIC

Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.
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INDICATOR	C.	Write informative/explanatory texts to examine a topic that develops the topic with facts and details.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.1.	Grammar

INDICATOR	A.	Produce, expand, and rearrange simple and compound sentences when speaking and writing.
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INDICATOR	D.	Form and use regular and irregular verbs when speaking and writing.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:

PROGRESS INDICATOR	ii.	Speaking audibly with appropriate pacing, prosody, and voice level.
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Lesson 18: Unit 5 Writing from Pictures, p. 133-138

Virginia Standards of Learning

Language Arts

Grade 3 - Adopted: 2024

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	3.RV.	The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.
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INDICATOR / STANDARD	3.RV.1.	Vocabulary Development and Word Analysis
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INDICATOR G. Distinguish shades of meaning among verbs and adjectives.

STRAND / TOPIC Foundations for Writing

STANDARD / STRAND	3.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
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INDICATOR / STANDARD	3.FFW.2.	Spelling
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INDICATOR A. Use phoneme-grapheme correspondence to encode (spell) multisyllabic words.

INDICATOR C. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
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INDICATOR / STANDARD	3.W.1.	Modes and Purposes for Writing
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INDICATOR A. Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.

INDICATOR C. Write informative/explanatory texts to examine a topic that develops the topic with facts and details.

STRAND / TOPIC Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
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INDICATOR / STANDARD	3.W.2.	Organization and Composition
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INDICATOR	A.	Engage in writing as a process to compose a well-developed paragraph. This includes:
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PROGRESS INDICATOR i. Writing a clear topic sentence focusing on a main idea.

PROGRESS INDICATOR ii. Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre.

PROGRESS INDICATOR iii. Elaborating writing by including supporting details.

PROGRESS INDICATOR v. Providing a concluding statement.

STRAND / TOPIC Writing

INDICATOR	A.	Describe major structural differences between the organizational patterns of different informational texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological order) and how they support a reader's understanding of the text.
STRAND / TOPIC		Writing
STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.
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INDICATOR	C.	Write informative/explanatory texts to examine a topic that develops the topic with facts and details.
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STRAND / TOPIC		Language Usage
STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.1.	Grammar

INDICATOR	A.	Produce, expand, and rearrange simple and compound sentences when speaking and writing.
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STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:

PROGRESS INDICATOR	ii.	Speaking audibly with appropriate pacing, prosody, and voice level.
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Virginia Standards of Learning

Language Arts

Grade 3 - Adopted: 2024

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	3.RV.	The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.
INDICATOR / STANDARD	3.RV.1.	Vocabulary Development and Word Analysis

INDICATOR G. Distinguish shades of meaning among verbs and adjectives.

STRAND / TOPIC

Foundations for Writing

STANDARD / STRAND	3.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	3.FFW.2.	Spelling

INDICATOR A. Use phoneme-grapheme correspondence to encode (spell) multisyllabic words.

INDICATOR C. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC

Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.1.	Modes and Purposes for Writing

INDICATOR A. Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.

INDICATOR C. Write informative/explanatory texts to examine a topic that develops the topic with facts and details.

STRAND / TOPIC

Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.2.	Organization and Composition

INDICATOR A. Engage in writing as a process to compose a well-developed paragraph. This includes:

PROGRESS INDICATOR i. Writing a clear topic sentence focusing on a main idea.

PROGRESS INDICATOR ii. Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre.

PROGRESS INDICATOR	iii.	Elaborating writing by including supporting details.
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PROGRESS INDICATOR	v.	Providing a concluding statement.
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STRAND / TOPIC

Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.3.	Usage and Mechanics

INDICATOR	A.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
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INDICATOR	B.	With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.1.	Grammar

INDICATOR	D.	Form and use regular and irregular verbs when speaking and writing.
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.2.	Mechanics

INDICATOR	D.	Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge.
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INDICATOR	E.	Consult reference materials, including beginning dictionaries to check and correct spelling.
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Lesson 21: Unit 6 Summarizing Multiple References, p. 149-156

Virginia Standards of Learning

Language Arts

Grade 3 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	3.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	A.	Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 2-3 bands (See Quantitative and Qualitative Analysis charts for determining complexity in the Appendix) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to texts through discussions and/or writing, draw several pieces of evidence from read alouds and grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	3.RV.	The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.
INDICATOR / STANDARD	3.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.
INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Use strategies to infer word meanings.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	3.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/fairy tale, with a focus on folklore and tall tales.
INDICATOR / STANDARD	3.RL.3.	Integration of Concepts
INDICATOR	A.	Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	3.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
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**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.1.	Grammar

INDICATOR A. Produce, expand, and rearrange simple and compound sentences when speaking and writing.

INDICATOR D. Form and use regular and irregular verbs when speaking and writing.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and texts. This includes:

PROGRESS
INDICATOR i. Listening actively and speaking using agreed-upon discussion rules.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:

PROGRESS
INDICATOR ii. Speaking audibly with appropriate pacing, prosody, and voice level.

**STRAND /
TOPIC****Research**

STANDARD / STRAND	3.R.	The student will conduct research and read or listen to a series of conceptually related texts on selected topics to build knowledge on grade-three content and texts, solve problems and support cross-curricular learning.
INDICATOR / STANDARD	3.R.1.	Evaluation and Synthesis of Information

INDICATOR B. Locate information in reference texts, electronic resources, provided sources, or through interviews and take brief notes on sources.

INDICATOR C. Organize evidence into relevant categories, recognizing that some sources may be more reliable than others.

Lesson 22: Unit 6 Summarizing Multiple References, p. 157-162

STANDARD / STRAND	3.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
INDICATOR / STANDARD	A.	Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 2-3 bands (See Quantitative and Qualitative Analysis charts for determining complexity in the Appendix) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to texts through discussions and/or writing, draw several pieces of evidence from read alouds and grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	3.RV.	The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.
INDICATOR / STANDARD	3.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.
INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Use strategies to infer word meanings.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	3.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/fairy tale, with a focus on folklore and tall tales.
INDICATOR / STANDARD	3.RL.3.	Integration of Concepts
INDICATOR	A.	Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge.

STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	3.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
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**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.1.	Grammar

INDICATOR A. Produce, expand, and rearrange simple and compound sentences when speaking and writing.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and texts. This includes:

PROGRESS INDICATOR i. Listening actively and speaking using agreed-upon discussion rules.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:

PROGRESS INDICATOR ii. Speaking audibly with appropriate pacing, prosody, and voice level.

**STRAND /
TOPIC****Research**

STANDARD / STRAND	3.R.	The student will conduct research and read or listen to a series of conceptually related texts on selected topics to build knowledge on grade-three content and texts, solve problems and support cross-curricular learning.
INDICATOR / STANDARD	3.R.1.	Evaluation and Synthesis of Information

INDICATOR B. Locate information in reference texts, electronic resources, provided sources, or through interviews and take brief notes on sources.

INDICATOR C. Organize evidence into relevant categories, recognizing that some sources may be more reliable than others.

Lesson 24: Unit 6 Summarizing Multiple References, p. 173-178

Virginia Standards of Learning**Language Arts**

Grade 3 - Adopted: 2024

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.3.	Usage and Mechanics
INDICATOR	A.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
INDICATOR	B.	With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations).

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.1.	Grammar
INDICATOR	D.	Form and use regular and irregular verbs when speaking and writing.
INDICATOR	E.	Use subject-verb agreement in simple sentences.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.2.	Mechanics
INDICATOR	D.	Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge.
INDICATOR	E.	Consult reference materials, including beginning dictionaries to check and correct spelling.

Lesson 25: Unit 6 Summarizing Multiple References, p. 179-188

Virginia Standards of Learning**Language Arts**

Grade 3 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	3.DSR.	The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	A.	Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 2-3 bands (See Quantitative and Qualitative Analysis charts for determining complexity in the Appendix) (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to texts through discussions and/or writing, draw several pieces of evidence from read alouds and grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	3.RV.	The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.
INDICATOR / STANDARD	3.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.
INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
INDICATOR	H.	Use strategies to infer word meanings.
INDICATOR	J.	Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	3.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/fall tale, with a focus on folklore and tall tales.
INDICATOR / STANDARD	3.RL.3.	Integration of Concepts

INDICATOR	A.	Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge.
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STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	3.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	3.RI.1.	Key Ideas and Confirming Details

INDICATOR	A.	Determine the main idea of multi-paragraph texts as well as specific paragraphs within them.
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INDICATOR	B.	Summarize texts using language that pertains to time, sequence, and cause and effect, referring to historical events, scientific ideas, or steps in technical procedures.
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INDICATOR	C.	Identify and explain how an author uses reasons and evidence to support specific points in texts.
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STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	3.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	3.RI.2.	Craft and Style

INDICATOR	A.	Describe major structural differences between the organizational patterns of different informational texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological order) and how they support a reader's understanding of the text.
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STRAND / TOPIC

Reading Informational Text

STANDARD / STRAND	3.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	3.RI.3.	Integration of Concepts

INDICATOR	B.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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STRAND / TOPIC

Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.
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INDICATOR	C.	Write informative/explanatory texts to examine a topic that develops the topic with facts and details.
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STRAND / TOPIC

Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.2.	Organization and Composition

INDICATOR	A.	Engage in writing as a process to compose a well-developed paragraph. This includes:
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PROGRESS INDICATOR	i.	Writing a clear topic sentence focusing on a main idea.
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STRAND / TOPIC

Language Usage

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose a well-developed paragraph. This includes:
PROGRESS INDICATOR	i.	Writing a clear topic sentence focusing on a main idea.
PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre.
PROGRESS INDICATOR	iii.	Elaborating writing by including supporting details.
PROGRESS INDICATOR	v.	Providing a concluding statement.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.3.	Usage and Mechanics
INDICATOR	A.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
INDICATOR	B.	With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations).

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.1.	Grammar
INDICATOR	D.	Form and use regular and irregular verbs when speaking and writing.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.2.	Mechanics
INDICATOR	D.	Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge.

INDICATOR	A.	Produce, expand, and rearrange simple and compound sentences when speaking and writing.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and texts. This includes:

PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.
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STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:

PROGRESS INDICATOR	ii.	Speaking audibly with appropriate pacing, prosody, and voice level.
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Lesson 28: Unit 7 Inventive Writing, p. 201-206

Virginia Standards of Learning

Language Arts

Grade 3 - Adopted: 2024

STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	3.RV.	The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.
INDICATOR / STANDARD	3.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	G.	Distinguish shades of meaning among verbs and adjectives.
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STRAND / TOPIC	Foundations for Writing	
STANDARD / STRAND	3.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	3.FFW.2.	Spelling

INDICATOR	A.	Use phoneme-grapheme correspondence to encode (spell) multisyllabic words.
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INDICATOR	C.	Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.
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STRAND / TOPIC

Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.
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INDICATOR	C.	Write informative/explanatory texts to examine a topic that develops the topic with facts and details.
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STRAND / TOPIC

Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.2.	Organization and Composition

INDICATOR	A.	Engage in writing as a process to compose a well-developed paragraph. This includes:
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PROGRESS INDICATOR	i.	Writing a clear topic sentence focusing on a main idea.
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PROGRESS INDICATOR	ii.	Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre.
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PROGRESS INDICATOR	iii.	Elaborating writing by including supporting details.
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PROGRESS INDICATOR	v.	Providing a concluding statement.
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STRAND / TOPIC

Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.3.	Usage and Mechanics

INDICATOR	A.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
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INDICATOR	B.	With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations).
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STRAND / TOPIC

Language Usage

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.1.	Grammar

INDICATOR D. Form and use regular and irregular verbs when speaking and writing.

STRAND / TOPIC Language Usage

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.2.	Mechanics

INDICATOR D. Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge.

INDICATOR E. Consult reference materials, including beginning dictionaries to check and correct spelling.

Lesson 29: Unit 7 Inventive Writing, p. 207-212

Virginia Standards of Learning

Language Arts

Grade 3 - Adopted: 2024

STRAND / TOPIC Reading and Vocabulary

STANDARD / STRAND	3.RV.	The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.
INDICATOR / STANDARD	3.RV.1.	Vocabulary Development and Word Analysis

INDICATOR A. Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.

INDICATOR J. Use newly learned words and phrases in discussions and speaking activities.

STRAND / TOPIC Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.1.	Modes and Purposes for Writing

INDICATOR A. Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.

INDICATOR C. Write informative/explanatory texts to examine a topic that develops the topic with facts and details.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.2.	Organization and Composition
INDICATOR	A.	Engage in writing as a process to compose a well-developed paragraph. This includes:
PROGRESS INDICATOR	i.	Writing a clear topic sentence focusing on a main idea.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.1.	Grammar
INDICATOR	A.	Produce, expand, and rearrange simple and compound sentences when speaking and writing.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and texts. This includes:
PROGRESS INDICATOR	i.	Listening actively and speaking using agreed-upon discussion rules.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	3.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	3.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:
PROGRESS INDICATOR	ii.	Speaking audibly with appropriate pacing, prosody, and voice level.

Lesson 30: Unit 7 Inventive Writing, p. 213-220

Virginia Standards of Learning**Language Arts**

Grade 3 - Adopted: 2024

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	3.RV.	The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.
INDICATOR / STANDARD	3.RV.1.	Vocabulary Development and Word Analysis

INDICATOR G. Distinguish shades of meaning among verbs and adjectives.

STRAND / TOPIC Foundations for Writing

STANDARD / STRAND	3.FFW.	The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.
INDICATOR / STANDARD	3.FFW.2.	Spelling

INDICATOR A. Use phoneme-grapheme correspondence to encode (spell) multisyllabic words.

INDICATOR C. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.

STRAND / TOPIC Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.1.	Modes and Purposes for Writing

INDICATOR A. Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.

INDICATOR C. Write informative/explanatory texts to examine a topic that develops the topic with facts and details.

STRAND / TOPIC Writing

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.2.	Organization and Composition

INDICATOR A. Engage in writing as a process to compose a well-developed paragraph. This includes:

PROGRESS INDICATOR i. Writing a clear topic sentence focusing on a main idea.

PROGRESS INDICATOR ii. Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre.

PROGRESS INDICATOR iii. Elaborating writing by including supporting details.

PROGRESS INDICATOR v. Providing a concluding statement.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	3.W.	The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.
INDICATOR / STANDARD	3.W.3.	Usage and Mechanics

INDICATOR	A.	With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
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INDICATOR	B.	With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations).
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**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.1.	Grammar

INDICATOR	D.	Form and use regular and irregular verbs when speaking and writing.
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**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	3.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	3.LU.2.	Mechanics

INDICATOR	D.	Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge.
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INDICATOR	E.	Consult reference materials, including beginning dictionaries to check and correct spelling.
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