

Archdiocese of Washington Grade 3 Language Arts Standards
with Common Core Alignment

ADW #	Word Recognition, Fluency and Vocabulary (WRFV)	Common Core Indicator #
LA.3.WRFV.1	Know and use more difficult word families (-ight) when reading unfamiliar words.	L.3.4.A
LA.3.WRFV.2	Read words with several syllables.	RF.3.3.C
LA.3.WRFV.3	Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, change in voice, and expression.	
LA.3.WRFV.4	Determine the meanings of words using knowledge of antonyms (words with opposite meaning), synonyms (words with the same meaning), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).	L.3.4.A
LA.3.WRFV.5	Demonstrate knowledge of grade-level appropriate words to speak specifically about different issues.	
LA.3.WRFV.6	Use sentence and word context to find the meaning of unknown words.	L.3.4.A, L.3.5.A
LA.3.WRFV.7	Use a dictionary to learn the meaning and pronunciation of unknown words.	L.3.4.D
LA.3.WRFV.8	Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.	RF.3.3.A
LA.3.WRFV.9	Identify more difficult multiple-meaning words (such as puzzles or fire).	L.3.4
ADW #	Reading Comprehension (RC)	Common Core Indicator #
LA.3.RC.1	Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.	
LA.3.RC.2	Ask questions and support answers by connecting prior knowledge with literal information from the text.	RI.3.1
LA.3.RC.3	Show understanding by identifying answers in the text.	RI.3.1
LA.3.RC.4	Recall major points in the text and make and revise predictions about what is read.	
LA.3.RC.5	Distinguish the main idea and supporting details in expository (informational) text.	RI.3.2
LA.3.RC.6	Locate appropriate and significant information from the text, including problems and solutions.	
LA.3.RC.7	Follow simple multiple-step written instructions.	
LA.3.RC.8	Distinguish between cause and effect, and between fact and opinion in informational text.	RI.3.3
LA.3.RC.9	Identify text that uses sequence or other logical order (alphabetical, time, categorical).	RI.3.3

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ADW #	Literacy Response and Analysis (LRA)	Common Core Indicator #
LA.3.LRA.1	Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.	
LA.3.LRA.2	Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	RL.3.2
LA.3.LRA.3	Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	RL.3.3
LA.3.LRA.4	Determine the theme or author's message in fiction and nonfiction text.	RL.3.2
LA.3.LRA.5	Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds.	
LA.3.LRA.6	Identify the speaker or narrator in a selection.	
LA.3.LRA.7	Compare and contrast versions of the same stories from different cultures.	
LA.3.LRA.8	Identify the problem and solutions in a story.	
ADW #	Writing Process (WP)	Common Core Indicator #
LA.3.WP.1	Find ideas for writing stories and descriptions in conversations with others, and in books, magazines, school textbooks, or on the Internet.	
LA.3.WP.2	Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.	
LA.3.WP.3	Create single paragraphs with topic sentences and simple supporting facts and details.	W.3.2.B
LA.3.WP.4	Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).	
LA.3.WP.5	Use a computer to draft, revise, and publish writing.	W.3.6
LA.3.WP.6	Review, evaluate, and revise writing for meaning and clarity.	W.3.5
LA.3.WP.7	Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.	
LA.3.WP.8	Revise writing for others to read, improving the focus and progression of ideas.	W.3.5
LA.3.WP.9	Organize related ideas together within a paragraph to maintain a consistent focus.	

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ADW #	Writing Applications (WA)	Common Core Indicator #
LA.3.WA.1	Write narratives (stories) that provide a context within which an action takes place and include details to develop the plot.	W.3.3
LA.3.WA.2	Write descriptive pieces about people, places, things, or experiences that develop a unified main idea and use details to support the main idea.	W.3.3.B
LA.3.WA.3	Write personal, persuasive, and formal letters, thank-you notes, and invitations that show awareness of the knowledge and interests of the audience and establish a purpose; include the date, proper salutation, body, closing and signature.	
LA.3.WA.4	Use varied word choices to make writing interesting.	
LA.3.WA.5	Write for different purposes and to a specific audience or person.	
LA.3.WA.6	Write persuasive pieces that ask for an action or response.	
LA.3.WA.7	Write responses to literature that: * demonstrate an understanding of what is read, * support statements with evidence from the text.	W.3.1.A
LA.3.WA.8	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: * uses a variety of sources (books, technology, pictures, charts, tables of content, diagrams) and documents sources (titles and authors) * organizes information by categorizing it into more than one category (such as living and non-living, hot and cold) or includes information gained through observation.	W.3.7
ADW #	English Language Conventions (ELC)	Common Core Indicator #
LA.3.ELC.1	Write legibly in cursive, leaving space between letters in a word, between words in a sentence, and between words and the edges of the paper.	
LA.3.ELC.2	Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.	
LA.3.ELC.3	Identify and use subjects and verbs that are in agreement (we are instead of we is).	L.3.1
LA.3.ELC.4	Identify and use past (he danced), present (he dances), and future (he will dance) verb tenses properly in writing.	L.3.1
LA.3.ELC.5	Identify and correctly use pronouns (it, him, her), adjectives (brown eyes, two younger sisters), compound nouns (summertime, snowflakes), and articles (a, an, the) in writing.	L.3.1
LA.3.ELC.6	Use commas in dates (August 15, 2005), locations (Hyattsville, Maryland), and addresses (362 Indiana Court, Silver Lake, Montana), and for items in a series (football, basketball, soccer, and tennis).	L.3.2
LA.3.ELC.7	Capitalize correctly geographical names, holidays, historical periods, and special events (We always celebrate Christmas Day by attending Mass at the Basilica of the National Shrine.)	L.3.2.A
LA.3.ELC.8	Spell correctly one-syllable words that have blends (walk, play, or blend), contractions (isn't, can't), compounds, common spelling patterns (qu-, changing win to winning, and changing the ending of a word from -y to -ies to make a plural, such as cherry/cherries), and common homophones (words that sound the same but have different spellings such as hair-hare).	
LA.3.ELC.9	Arrange words in alphabetical order.	

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ADW #	Listening and Speaking (LS)	Common Core Indicator #
LA.3.LS.1	Retell, paraphrase, and explain what a speaker has said.	
LA.3.LS.2	Connect and relate experiences and ideas to those of a speaker.	
LA.3.LS.3	Answer questions completely and appropriately.	SL.3.3
LA.3.LS.4	Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as hiss or buzz).	
LA.3.LS.5	Organize ideas chronologically (in the order that they happened) or around major points of information.	
LA.3.LS.6	Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.	
LA.3.LS.7	Use clear and specific vocabulary to communicate ideas and establish the tone.	
LA.3.LS.8	Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.	
LA.3.LS.9	Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.	
LA.3.LS.10	Distinguish between the speaker's opinions and verifiable facts.	
LA.3.LS.11	Make brief narrative (story) presentations that provide a context for an event that is the subject of the presentation, provide insight into why the selected event should be of interest to the audience, include well-chosen details to develop characters, setting, and plot.	
LA.3.LS.12	Plan and present dramatic interpretations of experiences, stories, poems, or plays.	
LA.3.LS.13	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	
LA.3.LS.14	Follow three- and four-step oral directions.	