READING: Word recognition, Fluency & Vocabulary (WRFV)	Standard	Core Concepts	Key terms
LA.3.WRFV.1	Know and use more difficult word families (-ight) when reading unfamiliar words.	• Knowledge of spelling patterns including rimes and onsets can aid in the decoding of single and multisyllabic words.	• rimes • onsets • syllables
LA.3.WRFV.2	Read words with several syllables.	• Words with several syllables can be broken into parts making them easier to read. • There are phonics and word analysis skills that can be used to decode multi-syllabic words (i.e. syllabication patterns and morphology)	• syllabication • morphology
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.	• Reading with fluency and accuracy supports comprehension. • Fluent reading includes: accuracy, appropriate rate, word stress, expression, phrasing, and pausing. • Effective readers monitor their understanding of text by adjusting their strategies. Readers slow down to problem-solve words or complex language and then resume a normal pace.	• Fluency • Timing

READING: Word recognition, Fluency & Vocabulary (WRFV)	Standard	Core Concepts	Key terms
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).	• Words can have relationships with one another such as synonyms, antonyms, and homographs. • Understanding and being able to explain those relationships supports comprehension.	• antonyms • synonyms • homophones • homographs
LA.3.WRFV.5	Demonstrate knowledge of grade-level appropriate words to speak specifically about different issues.	• In order to speak about a subject with clarity, the speaker should use the specific vocabulary related to that subject.	• vocabulary
LA.3.WRFV.6	Use sentence and word context to find the meaning of unknown words.	• The meaning of unknown works can be determined through the context in which the word is used within the text.	• context clues
LA.3.WRFV.7	Use a dictionary to learn the meaning and pronunciation of unknown words.	• A dictionary can help to learn the meaning of words. • A dictionary can help to learn how to pronounce unknown words.	• dictionary

READING: Word recognition, Fluency & Vocabulary (WRFV)	Standard	Core Concepts	Key terms
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.	• Understanding word structure contributes to decoding and understanding of words. • Readers should understand there are rules that govern the addition of prefixes and suffixes. Prefixes and suffixes have specific meanings and when added to root words can alter their meaning. • Prefixes and suffixes have specific meanings and when added to root words can alter their meaning. Knowing the meaning of prefixes, suffixes, and root words helps in determining the meaning of words and contributes to overall comprehension.	• prefix • suffix
LA.3.WRFV.9	Identify more difficult multiple-meaning words (such as puzzles or fire).	• Some words have multiple meanings. • Readers need to understand that in some cases context will determine the meaning of a word.	

READING: Comprehension (RC)	Standard	Core Concepts	Key terms
LA.3.RC.1	Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.	• Texts, both informational and fiction, have specific features that aid in understanding the text and finding information in a text.	• titles • table of contents • chapter headings • glossary • index
LA.3.RC.2	Ask questions and support answers by connecting prior knowledge with literal information from the text.	• Questioning is a reading strategy that sets purpose for reading. • Asking and answering questions referring back to the text is a reading strategy that is used for comprehension. • All readers bring some level of prior knowledge to a text. • Activating prior knowledge about the subject matter is a strategy that helps readers connect what they already know about a subject/topic with what they are reading and demonstrates comprehension.	• Reading strategy • Questioning • Prior knowledge

READING: Comprehension (RC)	Standard	Core Concepts	Key terms
LA.3.RC.3	Show understanding by identifying answers in the text.	• Identifying answers in a text is a reading strategy that demonstrates comprehension and understanding of a text. • Checking for understanding can be done by referring back to the text to find answers to questions about the text.	
LA.3.RC.4	Recall major points in the text and make and revise predictions about what is read.	• Making predictions about what will happen in what is read is a reading strategy that demonstrates comprehension. • Using major points in a text helps readers make predictions about what will happen next. • Using major points in a text helps readers revise their predictions.	• Predicting • predictions
LA.3.RC.5	Distinguish the main idea and supporting details in expository (informational) text.	• In an informational text, readers can find the main idea by recounting the specific supporting details.	• main idea • supporting details
LA.3.RC.6	Locate appropriate and significant information from the text, including problems and solutions.	• Any text contains information of varying levels of importance to the primary theme of the text. Identification of the central, most important information (such as the problem and solutions) demonstrates comprehension.	• theme

READING: Comprehension (RC)	Standard	Core Concepts	Key terms
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.	• Identifying cause and effect and recognizing the difference between facts and opinions when reading informational text are strategic actions for processing and comprehension.	• Cause and effect • Fact and opinion
LA.3.RC.9	Identify text that uses sequence or other logical order (alphabetical, time, and categorical).	• Knowing the type of text being read helps to set a purpose for reading. Different types of text use sequence or logical order. • Informational texts such as dictionaries, guides, history books, autobiographies, biographies, etc. use sequencing and ordering.	• Reading purpose • Sequence • Logical order • Informational text

READING: Literary Response and Analysis (LRA)	Standard	Core Concepts	Key terms
LA.3.LRA.1	Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.	• There are many types of literature. • A type of literature is called a genre and each genre has different characteristics. • Fiction is a category of genres. Works of fiction are made up, invented and not necessarily based on fact.	• Genre • Fiction • Poetry • Drama • Fairy Tales • Science Fiction • Short Story • Realistic Fiction • Folklore • Historical Fiction • Horror • Tall Tale • Legend • Mystery • Mythology

READING: Literary Response and Analysis (LRA)	Standard	Core Concepts	Key terms
LA.3.LRA.2	Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	• Plots of different genres of literature often follow a specific formula. • This formula is often the feature that determines the genre in which a piece of literature will fall. • Additionally, the culture from which a story originates may influence plot features within that story.	• Plot
LA.3.LRA.3	Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	• Authors reveal the nature of characters in a number of ways including physical description, description of his/her behavior and thoughts, his/her dialogue with other characters, and the response he/she evokes from other characters.	• Characters • dialogue
LA.3.LRA.4	Determine the theme or author's message in fiction and nonfiction text.	• A theme or message in a text is the idea or lesson around which the entire text revolves. • Themes/messages may be clearly articulated or revealed in less explicit ways. • Readers use clues within from the test to identify the theme/message. • Identifying the importance of the theme/message to the overall test demonstrates comprehension.	• Theme

READING: Literary Response and Analysis (LRA)	Standard	Core Concepts	Key terms
LA.3.LRA.5	Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds.	• Sounds are a natural part of the environment and can provide clarity and meaning that visual information cannot. • Sounds though are non-words. • In order to use sound to add depth to a written test, authors must use words and rhythmic letter patterns to imitate sound.	• Onomatopoeia
LA.3.LRA.6	Identify the speaker or narrator in a selection.	• Narratives are told from a specific perspective or point of view (the lens through which the reader sees the story). • The perspective could be an omniscient one. • They can also be told by a character in the story. • Who is telling the story can influence how the reader interacts with the plot. • Identifying the narrator demonstrates comprehension.	• Perspective • Point-of-view • Narrator • Omniscient

READING: Literary Response and Analysis (LRA)	Standard	Core Concepts	Key terms
LA.3.LRA.7	Compare and contrast versions of the same stories from different cultures.	• Themes from various stories cross cultures and time. • Recognizing and comparing these themes deepens understanding of one's own and other cultures.	• Themes • Cultural impact
LA.3.LRA.8	Identify the problem and solutions in a story.	• Story plots often evolve through a single or a series of problems and related solutions. • Understanding the plot requires the identification of those problem/solution relationships and how they advance the plot.	• Plot • Problem • solution

WRITING: Writing Process (WP)	Standard	Core Concepts	Key terms
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.	• Writers seek writing ideas from multiple sources including environmental, print, and digital sources.	
LA.3.WP.2	Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.	• Writers think about, plan for, and otherwise develop their writing ideas using techniques such as sketching, webbing, making lists, discussing, and freewriting. • Writers often record their ideas and idea development in a writer's notebook.	
LA.3.WP.3	Create single paragraphs with topic sentences and simple supporting facts and details.	• Paragraphs have a structure and specific elements which work together to present a topic or idea completely. • A topic sentence introduces the reader to the topic, supporting details expand on or support the topic, and a closing sentence summarizes the paragraph content.	• Paragraph • Topic sentence • Supporting details

WRITING: Writing Process (WP)	Standard	Core Concepts	Key terms
LA.3.WP.4	Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).	• Writers use reference materials to assist in spelling, word choice, and content development and elaboration.	• Reference materials • Dictionary • Thesaurus • Encyclopedia • Internet resources
LA.3.WP.5	Use a computer to draft, revise, and publish writing.	• Technology is a tool writers can use throughout the writing process produce and publish writing.	

WRITING: Writing Process (WP)	Standard	Core Concepts	Key terms
LA.3.WP.6	Review, evaluate, and revise writing for meaning and clarity.	• Writers write for a number of reasons including to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, and to plan. • Writers undertake the revision process to insure that the purpose is met and in order to make writing stronger and clearer to readers. • Revision involves reviewing and evaluating writing for clarity of content, proper spelling, and appropriate use of conventions (punctuation, capitalization, sentence structure, etc.). • Writers use strategies to make adjustments to their writing (making corrections, adding words/information, deleting words/ information, changing text, reorganizing content) as needed to improve focus, flow and clarity and based on their own evaluation of writing and/or feedback provided by peer editors and teachers. • Editors often use an editing checklist or list of rules to insure a complete evaluations.	• Revision • Editing • Proofread
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.		
LA.3.WP.9	Organize related ideas together within a paragraph to maintain a consistent focus.		

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WRITING: Writing Applications (WA)	Standard	Core Concepts	Key terms
LA.3.WA.1	Write narratives (stories) that provide a context within which an action takes place and include details to develop the plot.	• Narratives describe a real or imagined experience or event using effective story telling technique, well-chosen details and well-structured event sequence. • Narratives have a central focus with a beginning, middle and end. • Students choose descriptive words to use within their writing that show their thinking, relate their feelings and describe actions. • Students develop plot by identifying events in a logical order and within a clearly articulated context.	• Narratives • Plot • Story details
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.	• Writing informative text requires that students examine and convey ideas and information clearly and accurately through effective selection and organization of content and word choice. • This includes writing a topic sentence that introduces the main idea, organization of information (including effective use of transitional words), use of facts, definitions and details (all of which support the main idea), and a concluding statement.	• Main idea • Supporting details

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WRITING: Writing Applications (WA)	Standard	Core Concepts	Key terms
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.	• Written communication can be used for different purpose such as to give information, to invite, to persuade or, to give thanks. • The purpose of the letter/note and the audience to whom the letter/note is written dictates the content and often the format of the communication. • Different kinds of writing communication have specific formats.	• Written correspondence
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.	• Writers have a particular purpose when writing and an intended audience. • The development, organization and style are appropriate to task, purpose and audience.	• Writer's purpose • Audience
LA.3.WA.6	Write persuasive pieces that ask for an action or response.	• The purpose of a persuasive text or argument is to convince the reader to take a specific point of view on an issue (often the writer's), to take some action, or to critique.	• Persuasion

WRITING: Writing Applications (WA)	Standard	Core Concepts	Key terms
LA.3.WA.7	Write responses to literature that: * demonstrate an understanding of what is read, * support statements with evidence from the text.	• In order to respond to literature, the student must read closely to determine what the text says explicitly. • Then they must that clearly state their thoughts and opinions and supply the reasoning for their thinking. In doing so, students need to understand how their reasoning supports their opinion, identify information within the text and from prior knowledge to support their viewpoint, and share this thinking. • Students build their response by linking their ideas together.	• Reader response • Text evidence

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WRITING: Writing Applications (WA)	Standard	Core Concepts	Key terms
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.	• A research report is more than a collection of different pieces of information about a topic, and more than a review of the literature in a field. • A research report is the culmination and final product of a process of exploring a topic in greater detail by developing a research question that helps bring focus to the topic, researching the topic, thinking critically about the information, evaluating sources, organizing, and composing. • A research project involves surveying a field of knowledge using primary and secondary sources, both print and digital, in order to find the best possible information in that field. • Researchers build upon what they already know about the subject and make a deliberate attempt to find out what experts know. • A completed research project should present the researchers own thinking backed up by others' ideas and information.	• Research • Primary source • Secondary source • Source documentation

WRITING: English Language Conventions (ELC)	Standard	Core Concepts	Key terms
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.	• In addition to planning, writers use skills and strategies for revising, editing, and rewriting. Knowledge of and ability to use basic conventions of the English language (spelling, punctuation, grammar, etc.) support a writer's ability to create a clear and understandable piece and supports the revision process.	• Cursive
LA.3.ELC.2	Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.		• Complete sentences • Commands • Questions • Exclamation • Punctuation
LA.3.ELC.3	Identify and use subjects and verbs that are in agreement (we are instead of we is).		• Subject/verb agreement
LA.3.ELC.4	Identify and use past (he danced), present (he dances), and future (he will dance) verb tenses properly in writing.		• Past, present, future verb tense

WRITING: English Language Conventions (ELC)	Standard	Core Concepts	Key terms
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.	• In addition to planning, writers use skills and strategies for revising, editing, and rewriting. Knowledge of and ability to use basic conventions of the English language (spelling, punctuation, grammar, etc.) support a writer's ability to create a clear and understandable piece and supports the revision process.	• Pronouns • Adjectives • Compound nouns • Articles
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).		• Commas
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.)		• Capitalization

WRITING: English Language Conventions (ELC)	Standard	Core Concepts	Key terms
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).	• In addition to planning, writers use skills and strategies for revising, editing, and rewriting. Knowledge of and ability to use basic conventions of the English language (spelling, punctuation, grammar, etc.) support a writer's ability to create a clear and understandable piece and supports the revision process.	• Blends • Contractions • Compound words • Homophone • Spelling patterns
LA.3.ELC.9	Arrange words in alphabetical order.		• Alphabetical order

Listening and Speaking (LS)	Standard	Core Concepts	Key terms
LA.3.LS.1	Retell, paraphrase, and explain what a speaker has said.	• Attentive, active listeners integrate and evaluate information being conveyed in various oral formats (speakers, read-alouds, videos, other media, etc.) with the intent to understand. • They are able to ask appropriate questions when they do not understand in order to clarify or gain more information as well as describe the main idea in a presentation with supporting evidence, make inferences, and draw conclusions. • They are aware that speakers convey messages non-verbally as well as verbally and work to understand all the information the speaker is communicating. • Students prepare for and participate in a range of oral activities including conversations, formal and informal presentations, recitations, dramatic readings/performances, giving directions, and providing explanations expressing their ideas clearly and persuasively.	• Retell • Paraphrase • Rhymes • Onomatopoeia • Prose • Rhythm • Fluency • Tone of voice • Audience • Speaker • Sensory details
LA.3.LS.2	Connect and relate experiences and ideas to those of a speaker.		
LA.3.LS.3	Answer questions completely and appropriately.		
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.		

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Listening and Speaking (LS)	Standard	Core Concepts	Key terms
LA.3.LS.8	Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.	• Speakers use a variety of strategies to insure they convey meaning to their listeners including careful word choice, strategic use of examples and anecdotes, organization that supports flow and emphasizes the main idea and line of reasoning, selection of structures (e.g. cause/effect) that help develop the main idea, and use of meaningful gestures, facial expressions and vocal modulations. • Speakers deliver material in a manner appropriate to the type of presentation or performance being given (tone of voice, timing rhythm, fluency).	
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.		

Listening and Speaking (LS)	Standard	Core Concepts	Key terms
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.		