

GRADE 3 VOCABULARY

Legacy Indicators		LA 3.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.	Item Writing Notes
LA 3.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	LA 3.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.	
LA 3.1.5.a	Apply word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)	LA 3.1.5.a	Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).	
LA 3.1.5.c	Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words	LA 3.1.5.b	Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.	
LA 3.1.5.d	Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)	LA 3.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.	

GRADE 3 COMPREHENSION

Legacy Indicators		LA 3.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.	Item Writing Notes
LA 3.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.	LA 3.1.6	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	
LA 3.1.6.a	a Identify author's purpose(s) (e.g. explain, entertain, inform, persuade) to support text comprehension	LA 3.1.6.a	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.	

LA 3.1.6.b	Identify elements of narrative text (e.g., characters, setting, plot, point of view)	LA 3.1.6.b	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).	
LA 3.1.6.d	Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)	LA 3.1.6.c	Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).	
LA 3.1.6.c	Retell and summarize narrative text including characters, setting, and plot with supporting details	LA 3.1.6.d	Summarize a literary text and/or media, using key details to identify the theme.	
LA.3.1.6.e	Retell and summarize the main idea from informational text using supporting details	LA 3.1.6.e	Determine main ideas and supporting details from informational text and/or media.	
LA 3.1.6.g	Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)	LA 3.1.6.f	Use text features to locate information and explain how the information contributes to an understanding of print and digital text.	
LA 3.1.6.h	Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks) (LOCAL)	LA 3.1.6.g	Compare and contrast the characteristics that distinguish a variety of literary and informational texts.	
LA 3.1.6.i	Use narrative or informational text to develop a multicultural perspective (LOCAL)	LA 3.1.6.h	Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.	
LA 3.1.6.j	Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text	LA 3.1.6.i	Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.	
LA 3.1.6.f	Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)	LA 3.1.6.j	Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast).	

Grade 3 WRITING PROCESS

Legacy Indicators		LA 3.2	Writing: Students will learn and apply writing skills and strategies to communicate.	Item Writing Notes
LA 3.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	LA 3.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	
LA 3.2.1.a	Use prewriting activities and inquiry tools to generate and organize information (e.g., sketch, brainstorm, web, free write, graphic organizer, storyboarding, and word processing tools)	LA 3.2.1.a	Use prewriting activities and inquiry tools to generate ideas and organize information.	
LA 3.2.1.b	Generate a draft by: Selecting and organizing ideas relevant to a topic, purpose, and genre ; Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g.; declarative, interrogative, and exclamatory; developing paragraphs with topic sentences and supporting facts and details.	LA 3.2.1.b	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.	
LA 3.2.1.b	Generate a draft by: Selecting and organizing ideas relevant to a topic, purpose, and genre ; Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g.; declarative, interrogative, and exclamatory; developing paragraphs with topic sentences and supporting facts and details.	LA 3.2.1.c	Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.	

LA 3.2.1.b	Generate a draft by: Selecting and organizing ideas relevant to a topic, purpose, and genre ; Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g.; declarative, interrogative, and exclamatory; developing paragraphs with topic sentences and supporting facts and details.	LA 3.2.1.d	Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.	
LA 3.2.1.c	Revise to improve writing (e.g. quality of ideas, organization, sentence fluency, word choice, voice)	LA 3.2.1.e	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	
LA 3.2.1.d	Provide oral and/or written feedback to other writers; utilize others' feedback to improve own writing	LA 3.2.1.f	Provide oral and/or written descriptive feedback to other writers.	
LA 3.2.1.b	Generate a draft by: Selecting and organizing ideas relevant to a topic, purpose, and genre ; Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g.; declarative, interrogative, and exclamatory; developing paragraphs with topic sentences and supporting facts and details.	LA 3.2.1.g	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	
LA 3.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	LA 3.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	
NA	NA	LA 3.2.1.i	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	

LA 3.2.1.f	Publish a legible document (e.g., handwritten or electronic)	LA 3.2.1.j	Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	
------------	--	-------------------	--	--

Grade 3 WRITING MODE

Legacy Indicators		LA 3.2	Writing: Students will learn and apply writing skills and strategies to communicate.	Item Writing Notes
LA 3.2.2	Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.	LA 3.2.2	Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.	
LA 3.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	LA 3.2.2.a	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	
NA	NA	LA 3.2.2.b	Provide evidence from literary or informational text to support ideas or opinions.	
LA 3.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	LA 3.2.2.c	Conduct and publish research to answer questions or solve problems using multiple resources to support theses.	
LA 3.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	LA 3.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	
LA 3.2.2.e	Analyze models and examples (own and others) of various genres to create a similar piece	LA 3.2.2.e	Compare various mentor texts and/or exemplars to create a similar piece.	