



# Grade 3 English Language Arts

---

## Alabama Educator Instructional Supports

---

**Alabama Course of Study Standards**

## Table of Contents

Introduction .....	3
7 .....	7
8 .....	11
12 .....	20
13 .....	22
14 .....	24
15 .....	26
16 .....	29
19 .....	31
21 .....	33
22 .....	34
23 .....	37
24 .....	39
25 .....	41
26 .....	43
27 .....	45
28 .....	46
29 .....	47
30 .....	48
32 .....	51
33 .....	55
34 .....	56
35 .....	58
36 .....	59
37 .....	62
38 .....	64
39 .....	65
40 .....	67
41 .....	68

## Introduction

The *Alabama Educator Instructional Supports: English Language Arts* is a companion to the 2021 *Alabama Course of Study: English Language Arts* for Grades K–12. Instructional supports are foundational tools that educators may use to help students become independent learners as they build toward mastery of the Alabama Course of Study content standards.

**Instructional supports are designed to help educators engage their students in exploring, explaining, and expanding their understanding of the content standards.**

The content standards contained within the course of study may be accessed on the Alabama State Department of Education (ALSDE) website: <https://www.alabamaachieves.org/>. When examining these instructional supports, educators are reminded that content standards indicate minimum content—what all students should know and be able to do by the end of each grade level or course. Local school systems may have additional instructional or achievement expectations and may provide instructional guidelines that address content sequence, review, and remediation.

The instructional supports are organized by standard. Each standard’s instructional support includes the content standard, instructional outcomes, guiding questions and instructional activities, key academic terms, and additional resources.

### Content Standards

The content standards are the statements from the 2021 *Alabama Course of Study: English Language Arts* that define what all students should know and be able to do at the conclusion of a given grade level or course. Content standards contain minimum required content and complete the phrase “Students will \_\_\_\_\_.”

Each grade-level content standard integrates, builds on, and leads to broader, more comprehensive skills. The standards collectively guide educators in preparing students with the content and skills they should know by the end of high school.

**Content Areas and Subareas:** Content Areas and Subareas are used to group standards that are closely related. Literacy Foundations is the content area and Phonological Awareness/Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Writing are the subareas for the Grade 3 *ACAP Summative* English Language Arts assessment.

**Categories:** The standards are further grouped into Categories. Reading, Listening, and Writing are the categories on the Grade 3 *ACAP Summative* English Language Arts assessment.

## Instructional Outcomes

The instructional outcomes are statements that describe essential learning that students should achieve at the end of instruction.

## Guiding Questions and Instructional Activities

Guiding questions are designed to create a framework for the given standard and to engage students in exploring, explaining, and expanding their understanding of the content standards provided in the 2021 *Alabama Course of Study: English Language Arts*. Therefore, each guiding question is written to help educators convey important concepts within the standard. By utilizing guiding questions, educators are engaging students in investigating, analyzing, and demonstrating knowledge of the underlying concepts reflected in the standard.

Each guiding question includes a representative set of sample activities and examples that can be used in the classroom. The set of activities and examples is not intended to include all the activities and examples that would be relevant to the standard. These activities will be available in Fall 2023.

## Key Academic Terms

These academic terms are derived from the standard and are to be incorporated into instruction by the educator and used by the students.

## Additional Resources

Additional resources are included that are aligned to the standard and may provide additional instructional support to help students build toward mastery of the designated standard. These additional resources will be available in Fall 2023. Please note that while every effort has been made to ensure all hyperlinks are working at the time of publication, web-based resources are impermanent and may be deleted, moved, or archived by the information owners at any time and without notice. Registration is not required to access the materials aligned to the specified standard. Some resources offer access to additional materials by asking educators to complete a registration. While the resources are publicly available, some websites may be blocked due to Internet restrictions put in place by a facility. Each facility's technology coordinator can assist educators in accessing any blocked content. Sites that use Adobe Flash may be difficult to access after December 31, 2020, unless users download additional programs that allow them to open SWF files outside their browsers.

## Printing This Document

It is possible to use this entire document without printing it. However, if you would like to print this document, you do not have to print every page. First, identify the page ranges of the

standards or domains that you would like to print. Then, in the print pop-up command screen, indicate which pages you would like to print.

# **Phonological Awareness/Phonemic Awareness**

# 7

## Literacy Foundations

### Phonological Awareness/Phonemic Awareness

#### Standard

7. Demonstrate advanced phonemic awareness skills in spoken words.

a. Delete phonemes in initial and final blends of a spoken word.

*Examples: Say smoke. Now say smoke, but don't say /m/. (soak)*

*Say best. Now say best, but don't say /s/. (bet)*

b. Substitute phonemes in initial and final blends in a spoken word.

*Examples: Say sweep. Now say sweep, but change the /w/ to /l/. (sleep)*

*Say list. Now say list, but change the /s/ to /f/. (lift)*

c. Reverse phonemes in a spoken word.

*Examples: Say safe. Now say safe but say the last sound first and the first sound last.  
(face)*

*Say slack. Now say slack but say the last sound first and the first sound last.  
(class)*

d. In a series of words, apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution and resequencing of sounds from one word to the next.

*Examples: sap, lap, lip, slip, slit, lit; gob, cob, cub, cup, cap; train, rain, lane, lame, blame*

e. Use knowledge of syllable and affix substitution and deletion to demonstrate morphological changes.

*Examples: Say photograph. Change graph to cell. (photocell)*

*Say anytime. Change time to where. (anywhere)*

*Say blocked. Change /t/ to /ing/. (blocking)*

### Instructional Outcomes:

- Identify advanced phonemic awareness skills in spoken words.
- Identify a phoneme.
- Identify initial consonant blends and final consonant blends.
- Delete a phoneme in the initial blend of a spoken word.
- Delete a phoneme in the final blend of a spoken word.
- Substitute a phoneme with another phoneme in the initial blend of a spoken word.
- Substitute a phoneme with another phoneme in the final blend of a spoken word.
- Reverse the initial and final phonemes in a spoken word.
- Apply phoneme chaining in a series of words to change one sound at a time to show phoneme addition.

- Apply phoneme chaining in a series of words to change one sound at a time to show phoneme deletion.
- Apply phoneme chaining in a series of words to change one sound at a time to show phoneme substitution.
- Apply phoneme chaining in a series of words to change one sound at a time to show phoneme resequencing.
- Identify a syllable.
- Identify an affix.
- Delete a syllable and substitute it with another syllable to make a morphological change to form a new word.
- Delete an affix and substitute it with another affix to make a morphological change to form a new word.

### **Guiding Questions and Instructional Activities:**

**What is a phoneme? What is an initial blend and what is a final blend? What is deleting a phoneme? How do you delete a phoneme in the initial blend of a spoken word? How do you delete a phoneme in the final blend of a spoken word?**

**What is substituting a phoneme? How do you substitute a phoneme in the initial blend of a spoken word? How do you replace a phoneme in the final blend of a spoken word?**

**What is reversing a phoneme? How do you reverse the beginning and ending phonemes in a spoken word to make a new word?**

**What is phoneme chaining? How do you change one sound at a time in a spoken word to show phoneme addition? How do you change one sound at a time in a spoken word to show phoneme deletion? How do you change one sound at a time in a spoken word to show phoneme substitution? How do you change one sound at time in a spoken word to show phoneme reversal?**

**What is a syllable? What is an affix? How do you change a syllable in a spoken word to make a morphological change? How do you change an affix in a spoken word to make a morphological change?**



**Key Academic Terms:**

Advanced phonemic awareness, phoneme, blend, initial blend, final blend, substitute, reverse, phoneme chaining, addition, deletion, syllable, affix, morphological change, resequencing

**Additional Resources:**

# Phonics

## 8

## Literacy Foundations

## Phonics

## Standard

8. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.

a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or *schwa* syllables.

b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.

*Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et*

c. Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph *igh*, combinations, diphthongs, and silent letter combinations.

*Examples: spl-, str-, scr-, squ-; th, sh, ch, ck, ph; tch, dge, igh; er, ir, ar, or; oi, oy, ou, ow; kn, gn, mb, wr, gh*

d. Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency.

*Examples: y can be read /y/ in yet, /ē/ in candy, /ī/ in fly*

*digraph ch can be read /ch/ in chair, /sh/ in chef, and /k/ in school*

*diphthong ow is read /ou/ in cow, but digraph ow is read /ō/ in snow*

e. Decode and encode multisyllabic words using knowledge of stress or accent to pronounce a word correctly, including the *schwa* sound when appropriate.

*Examples: the noun con' /vict vs. the verb con/vict'; the noun pro' /duce vs. the verb pro/duce'*

f. Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.

*Examples: fore-, anti-, post-, sub-; -ment, -hood, -er, -or; port, ject, form, dict*

g. Decode and encode contractions with *am, is, has, not, have, would, and will*.

*Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll*

h. Decode and encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning.

*Examples: hear/here; night/knight; tacks/tax*

i. Decode and encode words with hard and soft *c* and *g*.

j. Decode and encode grade-appropriate high frequency words that follow regular and irregular phoneme-grapheme correspondences, using knowledge of the specific sound-symbol correspondences that are irregular.

**Instructional Outcomes:**

- Identify phoneme-grapheme correspondences.

- Apply knowledge of phoneme-grapheme correspondences to decode words accurately in isolation and in context.
- Apply knowledge of phoneme-grapheme correspondences to encode words accurately in isolation and in context.
- Identify multisyllabic word construction.
- Apply knowledge of multisyllabic word construction to decode words accurately in isolation and context.
- Apply knowledge of multisyllabic word construction to encode words accurately in isolation and context.
- Identify the common syllable patterns.
- Identify syllable division principles.
- Identify multisyllabic words.
- Apply syllable division principles to decode words accurately in isolation and in context.
- Apply syllable division principles to encode words accurately in isolation and in context.
- Decode multisyllabic words with the open/closed syllable pattern.
- Decode multisyllabic words with the vowel-*r* syllable pattern.
- Decode multisyllabic words with the vowel-consonant-*e* syllable pattern.
- Decode multisyllabic words with the vowel teams syllable pattern.
- Decode multisyllabic words with the consonant-*le* syllable pattern.
- Decode multisyllabic words with odd or schwa syllables.
- Use knowledge of multisyllabic word construction principles to decode grade-appropriate multisyllabic words.
- Identify three-consonant blends.
- Use knowledge of syllable division principles to decode grade-appropriate multisyllabic words.
- Decode words with three-consonant blends.
- Encode words with three-consonant blends.
- Identify digraphs.
- Decode words with digraphs.
- Encode words with digraphs.

- Identify trigraphs.
- Decode words with trigraphs.
- Encode words with trigraphs.
- Identify the quadrigraph *eigh*.
- Decode words with the *eigh* spelling pattern.
- Encode words with the *eigh* spelling pattern.
- Identify combinations.
- Decode words with combinations.
- Encode words with combinations.
- Identify diphthongs.
- Decode words with diphthongs.
- Encode words with diphthongs.
- Identify silent letter combinations.
- Decode words with silent letter combinations.
- Encode words with silent letter combinations.
- Decode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency.
- Encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency.
- Identify a stress, or accent, in the pronunciation of a word.
- Identify the schwa sound.
- Decode multisyllabic words, using knowledge of stress, or accent, to pronounce words correctly.
- Decode multisyllabic words with the schwa sound, using knowledge of stress, or accent, to pronounce words correctly.
- Encode multisyllabic words, using knowledge of stress, or accent, to pronounce words correctly.
- Encode multisyllabic words with the schwa sound, using knowledge of stress, or accent, to pronounce words correctly.
- Identify a prefix.

- Identify a suffix.
- Identify a root word.
- Define *morphological structure*.
- Use knowledge of morphological structure to decode words with prefixes.
- Use knowledge of morphological structure to decode words with suffixes.
- Use knowledge of morphological structure to decode roots in multisyllabic words.
- Use knowledge of morphological structure to encode words with prefixes.
- Use knowledge of morphological structure to encode words with suffixes.
- Use knowledge of morphological structure to encode roots in multisyllabic words.
- Identify a contraction.
- Decode contractions with *am*.
- Encode contractions with *am*.
- Decode contractions with *is*.
- Encode contractions with *is*.
- Decode contractions with *has*.
- Encode contractions with *has*.
- Decode contractions with *not*.
- Encode contractions with *not*.
- Decode contractions with *have*.
- Encode contractions with *have*.
- Decode contractions with *would*.
- Encode contractions with *would*.
- Decode contractions with *will*.
- Encode contractions with *will*.
- Identify homophones.
- Identify frequently confused homophones.
- Decode frequently confused homophones accurately, using knowledge of English and meaning.

- Encode frequently confused homophones accurately, using knowledge of English and meaning.
- Decode words with the hard *c* consonant sound.
- Encode words with the hard *c* consonant sound.
- Decode words with the soft *c* consonant sound.
- Encode words with the soft *c* consonant sound.
- Decode words with the hard *g* consonant sound.
- Encode words with the hard *g* consonant sound.
- Decode words with the soft *g* consonant sound.
- Encode words with the soft *g* consonant sound.
- Identify regular phoneme-grapheme correspondences.
- Identify irregular phoneme-grapheme correspondences.
- Decode grade-appropriate high-frequency words that follow regular phoneme-grapheme correspondences.
- Encode grade-appropriate high-frequency words that follow regular phoneme-grapheme correspondences.
- Decode grade-appropriate high-frequency words that follow irregular phoneme-grapheme correspondences.
- Encode grade-appropriate high-frequency words that follow irregular phoneme-grapheme correspondences.

### **Guiding Questions and Instructional Activities:**

**What is a phoneme? What is a grapheme? What is phoneme-grapheme correspondence? What is a multisyllabic word? What is multisyllabic word construction? What are common syllable patterns? What does it mean to decode? What does it mean to encode? What is a word in isolation? What is a word in context? How do you apply knowledge of phoneme-grapheme correspondences to decode words accurately in isolation and in context? How do you apply knowledge of phoneme-grapheme correspondences to encode words accurately in isolation and in context? How do you apply knowledge of multisyllabic word construction to decode words accurately in isolation and in context? How do you apply knowledge of multisyllabic word construction to decode words accurately in isolation and in context? What are syllable division principles? How do you use**

**syllable division principles to decode a word accurately in isolation and in context? How do you use syllable division principles to encode a word accurately in isolation and in context?**

**What is a multisyllabic word? What is the open/closed syllable pattern? What is the vowel-*r* syllable pattern? What is the vowel-consonant-*e* syllable pattern? What is the vowel teams syllable pattern? What is the consonant-*le* syllable pattern? What is the odd or schwa syllable pattern? How do you decode multisyllabic words with the open/closed syllable pattern? How do you decode multisyllabic words with the vowel-*r* syllable pattern? How do you decode multisyllabic words with the vowel-consonant-*e* syllable pattern? How do you decode multisyllabic words with the consonant-*le* syllable pattern? How do you decode multisyllabic words with odd or schwa syllables?**

**What are multisyllabic word construction principles? What are syllable division principles? Which common word construction principles are found in grade 3 multisyllabic words? Which syllable division principles are found in grade 3 multisyllabic words? How do you use multisyllabic word construction principles to decode grade 3 words? How do you use syllable division principles to decode multisyllabic grade 3 words?**

**What are three-consonant blends? What are digraphs? What are trigraphs? What are quadrigraphs? What is the *eigh* spelling pattern? What are vowel combinations? What are diphthongs? What are silent letter combinations? How do you decode words with digraphs? How do you encode words with digraphs? How do you decode words with trigraphs? How do you encode words with trigraphs? How do you decode words with the quadrigraph *eigh*? How do you encode words with the quadrigraph *eigh*? How do you decode words with combinations? How do you encode words with combinations? How do you decode words with diphthongs? How do you encode words with diphthongs? How do you decode words with silent letter combinations? How do you encode words with silent letter combinations?**

**How do you decode words with graphemes that represent multiple sound-symbol correspondences? How do you encode words with graphemes that represent multiple sound-symbol correspondences?**

**What is a stress, or accent? What is the schwa sound? How do you decode multisyllabic words, using knowledge of stress, or accent, to pronounce words correctly? How do you decode multisyllabic words with the schwa sound, using**



**knowledge of stress, or accent, to pronounce words correctly? How do you encode multisyllabic words, using knowledge of stress, or accent, to pronounce words correctly? How do you encode multisyllabic words with the schwa sound, using knowledge of stress, or accent, to pronounce words correctly?**

**What is a prefix? What is a suffix? What is a root word? What is morphological structure? How can identifying a prefix help to decode a word? How can identifying a prefix help to encode a word? How can identifying a suffix help to decode a word? How can identifying a suffix help to encode a word? How can identifying a root word help to decode a multisyllabic word? How can identifying a root word help to encode a multisyllabic word? How do you use knowledge of morphological structure to help decode a word with a prefix? How do you use knowledge of morphological structure to help decode a word with a suffix? How do you use knowledge of morphological structure to identify a root word in a multisyllabic word?**

**What is a contraction? How do you decode a contraction with *am*? How do you encode a contraction with *am*? How do you decode a contraction with *has*? How do you encode a contraction with *has*? How do you decode a contraction with *not*? How do you encode a contraction with *not*? How do you decode a contraction with *have*? How do you encode a contraction with *have*? How do you decode a contraction with *would*? How do you encode a contraction with *would*? How do you decode a contraction with *will*? How do you encode a contraction with *will*?**

**What is a homophone? What are frequently confused homophones? How do you use knowledge of English and meaning to decode frequently confused homophones? How do you use knowledge of English and meaning to encode frequently confused homophones?**

**What is the hard *c* consonant sound? What is the soft *c* consonant sound? What is the hard *g* consonant sound? What is the soft *g* consonant sound? How do you decode words with the hard *c* consonant sound? How do you encode words with the hard *c* consonant sound? How do you decode words with the soft *c* consonant sound? How do you encode words with the soft *c* consonant sound? How do you decode words with the hard *g* consonant sound? How do you encode words with the hard *g* consonant sound? How do you decode words with the soft *g* consonant sound? How do you encode words with the soft *g* consonant sound?**

**What are regular phoneme-grapheme correspondences? What are irregular phoneme-grapheme correspondences? How do you decode grade-appropriate high-frequency words that follow regular phoneme-grapheme correspondences? How do you encode grade-appropriate high-frequency words that follow regular phoneme-grapheme correspondences? How do you decode grade-appropriate high-frequency words that follow irregular phoneme-grapheme correspondences? How do you encode grade-appropriate high-frequency words that follow irregular phoneme-grapheme correspondences?**

### **Key Academic Terms:**

phoneme, grapheme, phoneme-grapheme correspondence, multisyllabic word construction, syllable division principle, decode, encode, multisyllabic word, open/closed syllable pattern, vowel-*r* syllable pattern, vowel-consonant-*e* syllable pattern, vowel team, consonant-*le* syllable pattern, schwa, three-consonant blend, digraph, trigraph, quadrigraph *igh*, combination, diphthong, silent letter combination pattern, stress, accent, morphological structure, prefix, suffix, root word, contraction, homophone, hard *c*, soft *c*, hard *g*, soft *g*, high-frequency word

### **Additional Resources:**

# Fluency

# 12

## Literacy Foundations

### Fluency

#### Standard

12. Read high-frequency words commonly found in grade-appropriate text accurately and automatically.

*Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word, unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.*

#### Instructional Outcomes:

- Identify high-frequency words commonly found in grade 3 texts.
- Use regular correspondences and patterns in words to decode common grade 3 high-frequency words accurately and automatically.
- Read common grade 3 high-frequency words accurately and automatically.

#### Guiding Questions and Instructional Activities:

**What is a high-frequency word? How is a high-frequency word different from a sight word? What is reading accurately? What is reading automatically?**

**What is a word pattern? How do you use word patterns to decode high-frequency words accurately? How do you use word patterns to decode high-frequency words automatically?**

#### Key Academic Terms:

high-frequency word, accurate reading, automatic reading, word pattern, fluency, sight word, grade-appropriate text

#### Additional Resources:

# Vocabulary

# 13

## Literacy Foundations

### Vocabulary

#### Standard

13. Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.

a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.

#### **Instructional Outcomes:**

- Review common academic words and phrases used in grade 3 literary and informational texts and content area reading (e.g., science, math, social studies).
- Use background knowledge by making connections to determine the meaning of academic, content-specific, grade-level vocabulary.
- Engage in reading to identify and utilize new academic, content-specific vocabulary by making connections to previously learned words and relating new words to background knowledge.
- Make connections to a word's structure by using knowledge of the phonology of the word to aid learning.
- Make connections to a word's structure by using knowledge of the morphology of the word to aid learning.
- Make connections to a word's structure by using knowledge of the orthography of the word to aid learning.

#### **Guiding Questions and Instructional Activities:**

**What is academic vocabulary? What is content-specific vocabulary? What is grade-level vocabulary? What is background knowledge? How do you use background knowledge to make connections to new words? How do you use previously learned words to make connections to new words? What is phonology? What is morphology? What is orthography? How do you make connections to a word's structure by using the phonology of the word to aid learning? How do you make connections to a word's structure by using the morphology of the word to aid learning? How do you make connections to a word's structure by using the orthography of the word to aid learning?**

**Key Academic Terms:**

academic vocabulary, content-specific vocabulary, grade-level vocabulary, connection, background knowledge, word structure, phonology, morphology, orthography

**Additional Resources:**

# 14

## Literacy Foundations

### Vocabulary

#### Standard

14. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.

- a. Determine meaning of words using synonyms in context.
- b. Determine meaning of words using antonyms as a clue.
- c. Describe the similarities and differences between related words.
- d. Use knowledge of homophones to determine appropriate use of words.
- e. Interpret figurative language.

#### **Instructional Outcomes:**

- Describe relationships between words.
- Describe nuances in word meanings.
- Describe shades of meaning in similar words.
- Describe shades of meaning in related words.
- Describe shades of meaning in nouns.
- Describe shades of meaning in verbs.
- Describe shades of meaning in adjectives.
- Identify synonyms.
- Determine the meanings of words by using synonyms in context.
- Identify antonyms.
- Determine the meanings of words by using antonyms as a clue.
- Describe the similarities between related words.
- Describe the differences between related words.
- Identify homophones.
- Use knowledge of homophones to determine appropriate use of words.
- Identify figurative language.
- Interpret figurative language in grade 3 text.



**Guiding Questions and Instructional Activities:**

**What are word relationships? What are nuances in word meanings? What are shades of meaning? How do you describe shades of meaning in similar words? How do you describe shades of meaning in related words? How do you describe shades of meaning in nouns? How do you describe shades of meaning in verbs? How do you describe shades of meaning in adjectives?**

**What are synonyms? How do you determine the meanings of words by using synonyms in context?**

**What are antonyms? How do you determine the meanings of words by using antonyms in context?**

**How do you describe the similarities between related words? How do you describe the differences between related words?**

**What are homophones? How do you use knowledge of homophones to determine appropriate use of words?**

**What is figurative language? How do you interpret figurative language in grade 3 text?**

**Key Academic Terms:**

word relationships, nuance, shades of meaning, noun, verb, adjective, synonym, antonym, homophone, interpret, figurative language

**Additional Resources:**

# 15

## Literacy Foundations

### Vocabulary

#### Standard

15. Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.  
a. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections.

*Examples: affixes* -less, -ful, pro-, trans-; *roots* aqua, cent, port, form, ject, spect, dict, tend, fer

b. Apply knowledge of the changes in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to determine the meaning of a word.

c. Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning.

*Examples: pre-, re-, mis-; -ly, -less, -ful, -able, -ment*

d. Identify common Latin and Greek roots and use them to determine the meaning of unfamiliar words.

e. Sort words with shared and varied suffixes by parts of speech.

#### Instructional Outcomes:

- Identify meaningful parts (morphemes) in words and phrases.
- Analyze meaningful parts (morphemes) of words and phrases in discussions.
- Analyze meaningful parts (morphemes) of words and phrases in texts.
- Use morphemes as clues to the meanings of unfamiliar words.
- Identify base words.
- Use base words as clues to the meanings of unfamiliar words.
- Identify root words.
- Use root words as clues to the meanings of unfamiliar words.
- Identify affixes.
- Use frequently occurring affixes as clues to the meanings of unfamiliar words.
- Identify inflected endings.
- Use frequently occurring inflected endings as clues to the meanings of unfamiliar words.
- Identify changes in tense as an inflected ending.

- Apply knowledge of changes in tense signaled by inflected endings to determine the meaning of a word.
- Identify changes in number as an inflected ending.
- Apply knowledge of number signified by inflected endings to determine the meaning of a word.
- Identify changes in degree as an inflected ending.
- Apply knowledge of degree signified by inflected endings to determine the meaning of a word.
- Identify common prefixes.
- Use common prefixes as clues to a word's meaning.
- Identify derivational prefixes.
- Use derivational prefixes as clues to a word's meaning.
- Identify common suffixes.
- Use common suffixes as clues to a word's meaning.
- Identify derivational suffixes.
- Use derivational suffixes as clues to a word's meaning.
- Identify common Latin roots.
- Use common Latin roots to determine the meanings of unfamiliar words.
- Identify common Greek roots.
- Use common Greek roots to determine the meanings of unfamiliar words.
- Identify parts of speech.
- Sort words with shared suffixes by parts of speech.
- Sort words with varied suffixes by parts of speech.

### **Guiding Questions and Instructional Activities:**

**What are meaningful parts (morphemes) in words? What are meaningful parts (morphemes) in phrases? How do you analyze meaningful parts (morphemes) of words and phrases in discussions? How do you analyze meaningful parts (morphemes) of words and phrases in texts?**

**How do you use morphemes as clues to the meanings of unfamiliar words? What are base words? How do you use base words as clues to the meanings of unfamiliar words? What are root words? How do you use root words as clues to the meanings of unfamiliar words? What are affixes? How do you use frequently occurring affixes as clues to the meanings of unfamiliar words? What are inflected endings? How do you use inflected endings as clues to the meanings of unfamiliar words?**

**What is tense? How do you apply knowledge of changes in tense signaled by inflected endings to determine the meaning of a word? How do you apply knowledge of changes in number signified by inflected endings to determine the meaning of a word? How do you apply knowledge of changes in degree signified by inflected endings to determine the meaning of a word?**

**What are common prefixes? How do you use common prefixes as clues to a word's meaning? What are derivational prefixes? How do you use derivational prefixes as clues to a word's meaning? What are common suffixes? How do you use common suffixes as clues to a word's meaning? What are derivational suffixes? How do you use derivational suffixes as clues to a word's meaning?**

**What are common Latin roots? How do you use common Latin roots to determine the meanings of unfamiliar words? What are common Greek roots? How do you use common Greek roots to determine the meanings of unfamiliar words?**

**What are parts of speech? How do you sort words with shared suffixes by parts of speech? How do you sort words with varied suffixes by parts of speech?**

### **Key Academic Terms:**

morpheme, base word, root word, affix, inflected ending, changes in tense, changes in number, changes in degree, common prefix, derivational prefix, common suffix, derivational suffix, Latin root, Greek root, parts of speech, shared parts of speech, varied parts of speech

### **Additional Resources:**

**16**

Literacy Foundations

Vocabulary

Reading

Standard

16. Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.

**Instructional Outcomes:**

- Identify and use academic vocabulary in grade 3 text.
- Identify and use domain-specific vocabulary in grade 3 text.
- Engage in reading to identify and use academic, domain-specific vocabulary in grade 3 texts to gain meaning.

**Guiding Questions and Instructional Activities:**

**What is academic vocabulary? What is domain-specific vocabulary? How do you use knowledge of grade-level academic vocabulary to gain meaning from text? How do you use knowledge of domain-specific vocabulary to gain meaning from text?**

**Key Academic Terms:**

academic vocabulary, domain-specific vocabulary

**Additional Resources:**

# Comprehension

# 19

## Literacy Foundations

### Comprehension

#### Standard

19. Determine the explicit or implied main idea and supporting details of a text.
- Explain how supporting details contribute to the main idea, using textual evidence.
  - Recount or summarize the key ideas from the text.

#### **Instructional Outcomes:**

- Engage in reading to comprehend texts.
- Identify an explicit main idea.
- Determine the explicit main idea of a text.
- Identify an implied main idea.
- Determine the implied main idea of a text.
- Identify supporting details.
- Determine the supporting details of a text.
- Identify textual evidence.
- Use textual evidence to explain how the supporting details of a text contribute to the main idea.
- Recount key ideas from a text.
- Summarize key ideas from a text.

#### **Guiding Questions and Instructional Activities:**

**What is an explicit main idea? How do you determine the explicit main idea of a text? What is an implied main idea? How do you determine the implied main idea of a text?**

**What are supporting details? What is textual evidence? How do you use textual evidence to explain how supporting details contribute to the main idea?**

**How do you recount the key ideas from a text? How do you summarize the key ideas from a text? What is the difference between recounting and summarizing?**

**Key Academic Terms:**

main idea, explicit, implied, explicit main idea, implied main idea, supporting details, textual evidence, recount, summarize, key ideas

**Additional Resources:**



## 21

### Literacy Foundations

### Comprehension

### Reading

### Standard

21. Identify and interpret various cohesive devices that link words and sentences to one another within the text.

*Examples: pronoun references, conjunctions, word substitution using synonyms*

*Note: Working with cohesive devices is a scaffold to building comprehension at both sentence and paragraph levels.*

### **Instructional Outcomes:**

- Engage in reading of texts.
- Identify cohesive devices.
- Identify various cohesive devices that link words and sentences to one another within the text.
- Interpret various cohesive devices that link words and sentences to one another within the text.

### **Guiding Questions and Instructional Activities:**

**What are cohesive devices? How do you identify various cohesive devices that link words and sentences to one another within a text? How do you interpret various cohesive devices that link words and sentences to one another within a text?**

### **Key Academic Terms:**

identify, interpret, cohesive device

### **Additional Resources:**

## 22

### Literacy Foundations

#### Comprehension

#### Reading

#### Standard

22. Describe literary elements within a story, including setting, plot, characters, and themes.

- a. Describe in detail the characters' behavior, emotions, and traits and explain how their actions influence events in the story.
- b. Explain how the characters' actions and dialogue contribute to the meaning of the story.
- c. Identify the central message, theme, or moral in a story, including myths, fables, and folktales, and explain the meaning conveyed in the passage.
- d. Compare and contrast the themes, settings, and plots from two texts.

#### **Instructional Outcomes:**

- Engage in reading to comprehend literary texts, including stories such as fables, folktales, and myths.
- Describe literary elements in a story.
- Identify setting.
- Describe the setting of a story.
- Identify plot.
- Describe the plot of a story.
- Identify characters.
- Describe the characters in a story.
- Identify the theme of a story.
- Describe the theme of a story.
- Describe in detail the characters' behavior and explain how their actions influence story events.
- Describe in detail the characters' emotions and explain how their actions influence story events.
- Describe in details the characters' traits and explain how their actions influence story events.
- Explain how the characters' actions contribute to the meaning of the story.

- Describe dialogue.
- Explain how the characters' dialogue contributes to the meaning of the story.
- Identify central message.
- Explain the meaning conveyed by the central message of the passage.
- Explain the meaning conveyed by the theme of the story.
- Identify moral.
- Explain the meaning conveyed by the moral of the story.
- Compare the themes from two texts.
- Contrast the themes from two texts.
- Compare the settings from two texts.
- Contrast the settings from two texts.
- Compare the plots from two texts.
- Contrast the plots from two texts.

### **Guiding Questions and Instructional Activities:**

**What are literary elements within a story? What is setting? How do you describe the setting of a story? What is plot? How do you describe the plot of a story? What are characters? How do you describe the characters in a story? What is theme? How do you describe the theme of a story?**

**What are characters? How do you describe in detail how the characters' behavior influences story events? How do you describe in detail how the characters' emotions influence story events? How do you describe in detail how the characters' traits influence story events?**

**How do you explain how the characters' actions contribute to the meaning of a story? What is dialogue? How do you explain how the characters' dialogue contributes to the meaning of a story?**

**What is a central message? How do you explain the meaning conveyed by the central message in a story? How do you explain the meaning conveyed by the theme in a story? What is a moral? How do you explain the meaning conveyed by the moral in a story?**

**What is a comparison? How do you compare the themes from two texts? How do you compare the settings from two texts? How do you compare the plots from two texts? What is a contrast? How do you contrast the themes from two texts? How do you contrast the settings from two texts? How do you contrast the plots from two texts?**

**Key Academic Terms:**

literary element, setting, plot, characters, theme, behavior, emotion, trait, action, dialogue, central message, moral, myth, fable, folktale, compare, contrast, influence, convey

**Additional Resources:**

## 23

Literacy Foundations

Comprehension

Reading

Standard

23. Identify and use text features in informational passages to locate information.

*Examples: headings, photographs, illustrations, labels, charts, graphs, legends*

- a. Explain how text features support details in the text.
- b. Explain how illustrations contribute to meaning in a story.
- c. Interpret text features used in written and digital formats.

### **Instructional Outcomes:**

- Engage in reading of informational passages.
- Identify text features.
- Use text features to locate information in informational passages.
- Explain how text features support details in the text.
- Explain how illustrations contribute to meaning in a story.
- Interpret text features used in written formats.
- Interpret text features used in digital formats.

### **Guiding Questions and Instructional Activities:**

**What is a text feature? How do you use text features (e.g., headings, photographs, illustrations, labels, charts, graphs, and legends) to locate information in informational passages?**

**How do text features support details in the text?**

**How do illustrations contribute to meaning in a story?**

**How do you interpret text features used in written formats? How do you interpret text features used in digital formats?**

**Key Academic Terms:**

text features, informational passages, heading, photograph, illustration, label, chart, graph, legend, written format, digital format

**Additional Resources:**

## 24

### Literacy Foundations

### Comprehension

### Reading

### Standard

24. Identify the text structures within literary and informational texts.

a. Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.

### **Instructional Outcomes:**

- Engage in reading of literary and informational texts.
- Identify text structures within literary texts.
- Identify text structures within informational texts.
- Identify textual evidence.
- Describe the compare-and-contrast text structure.
- Use textual evidence to explain how the compare-and-contrast text structure contributes to the meaning of a text.
- Describe the sequence-of-events text structure.
- Use textual evidence to explain how the sequence-of-events text structure contributes to the meaning of a text.
- Describe the problem-and-solution text structure.
- Use textual evidence to explain how the problem-and-solution text structure contributes to the meaning of a text.
- Describe the cause-and-effect text structure.
- Use textual evidence to explain how the cause-and-effect text structure contributes to the meaning of a text.

### **Guiding Questions and Instructional Activities:**

**What are text structures? What are the features of the compare-and-contrast text structure? What is textual evidence? How do you use textual evidence to explain**

**how the compare-and-contrast text structure contributes to the meaning of a text? What are the features of the sequence-of-events text structure? How do you use textual evidence to explain how the sequence-of-events text structure contributes to the meaning of a text? What are the features of the problem-and-solution text structure? How do you use textual evidence to explain how the problem-and-solution text structure contributes to the meaning of a text? What are the features of the cause-and-effect text structure? How do you use textual evidence to explain how the cause-and-effect text structure contributes to the meaning of a text?**

**Key Academic Terms:**

text structures, literary text, informational text, compare-and-contrast text structure, sequence-of-events text structure, problem-and-solution text structure, cause-and-effect text structure, textual evidence, features

**Additional Resources:**



**25**

Literacy Foundations

Comprehension

Reading

Standard

25. Identify statements in informational texts as facts or opinions.

b. Use information gathered from research to evaluate opinions.

**Instructional Outcomes:**

- Engage in reading of informational texts.
- Identify facts.
- Identify opinions.
- Determine the difference between fact and opinion.
- Identify statements in informational texts as facts or opinions.
- Use prior knowledge to distinguish fact from opinion.
- Use details from the text to distinguish fact from opinion.
- Use information gathered from research to evaluate opinions.

**Guiding Questions and Instructional Activities:**

**What are facts? What are opinions? How do you determine the difference between facts and opinions? How do you identify statements in informational texts as facts or opinions?**

**How do you use prior knowledge to distinguish fact from opinion? How do you use details from an informational text to distinguish fact from opinion?**

**How do you evaluate opinions? How do you use information gathered from research to evaluate opinions?**

**Key Academic Terms:**

statement, informational text, fact, opinion, prior knowledge, details, research, evaluate

**Additional Resources:**

**26**

## Literacy Foundations

## Comprehension

## Reading

## Standard

26. Use text comparisons (text to text, text to self, and text to world) to make meaning.  
b. Compare different versions of the same story.

**Instructional Outcomes:**

- Engage in reading of grade 3 texts.
- Identify text comparisons.
- Describe a text-to-text comparison.
- Use a text-to-text comparison to make meaning.
- Describe a text-to-self comparison.
- Use a text-to-self comparison to make meaning.
- Describe a text-to-world comparison.
- Use a text-to-world comparison to make meaning.
- Engage in reading of two different versions of the same story.
- Compare different versions of the same story.

**Guiding Questions and Instructional Activities:**

**What is a text comparison? What is a text-to-text comparison? How do you use a text-to-text comparison to make meaning? What is a text-to-self comparison? How do you use a text-to-self comparison to make meaning? What is a text-to-world comparison? How do you use a text-to-world comparison to make meaning?**

**How do you compare different versions of the same story?**

**Key Academic Terms:**

text comparison, text-to-text comparison, text-to-self comparison, text-to-world comparison, version

**Additional Resources:**

## 27

### Literacy Foundations

#### Comprehension

#### Reading

#### Standard

27. Read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning.

*Examples: personification, imagery, alliteration, onomatopoeia, symbolism, metaphor, simile*

#### **Instructional Outcomes:**

- Engage in reading of prose, poetry, and dramas.
- Identify prose.
- Identify poetry.
- Identify dramas.
- Identify literary devices used by the author to convey meaning in prose.
- Identify literary devices used by the author to convey meaning in poetry.
- Identify literary devices used by the author to convey meaning in drama.

#### **Guiding Questions and Instructional Activities:**

**What is prose? How do authors use literary devices (e.g., personification, imagery, alliteration, onomatopoeia, symbolism, metaphor, and simile) to convey meaning in prose? What is poetry? How do authors use literary devices (e.g., personification, imagery, alliteration, onomatopoeia, symbolism, metaphor, and simile) to convey meaning in poetry? What is a drama? How do authors use literary devices (e.g., personification, imagery, alliteration, onomatopoeia, symbolism, metaphor, and simile) to convey meaning in dramas?**

#### **Key Academic Terms:**

prose, poetry, drama, literary device, personification, imagery, alliteration, onomatopoeia, symbolism, metaphor, simile, convey

#### **Additional Resources:**

**28**

Literacy Foundations

Comprehension

Reading

Standard

28. Identify the narration of a literary text as first person or third person.

**Instructional Outcomes:**

- Engage in reading of a literary text.
- Identify a first-person narrative.
- Identify a third-person narrative.
- Determine if the narration of a literary text is first person or third person.

**Guiding Questions and Instructional Activities:**

**What are the features of a first-person narrative? What are the features of a third-person narrative? How do you determine if the narration of a literary text is first person or third person?**

**Key Academic Terms:**

narration, literary text, first person, third person

**Additional Resources:**

**29**

Literacy Foundations

Comprehension

Listening

Standard

29. Determine the main idea of a text read aloud or information presented in an audible format.

**Instructional Outcomes:**

- Engage in active listening to comprehend text read aloud or information presented in an audible format.
- Identify a main idea.
- Determine the main idea of a text read aloud.
- Determine the main idea of information presented in an audible format.

**Guiding Questions and Instructional Activities:**

**What is a main idea? How do you determine the main idea of a text read aloud?  
How do you determine the main idea of information presented in an audible format?**

**Key Academic Terms:**

main idea, audible format

**Additional Resources:**

## 30

### Literacy Foundations

#### Comprehension

#### Writing

#### Standard

30. Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions *for, and, nor, but, or, yet, or so*, and complex sentences to help build syntactic awareness and comprehension at the sentence level.

#### **Instructional Outcomes:**

- Identify compound sentences.
- Identify coordinating conjunctions.
- Manipulate words and/or phrases to create compound sentences with the coordinating conjunctions of *for, and, nor, but, or, yet, or so*.
- Explain how compound sentences help build syntactic awareness.
- Explain how compound sentences help build comprehension.
- Identify complex sentences.
- Manipulate words and/or phrases to create complex sentences at the sentence level.
- Explain how complex sentences help build syntactic awareness at the sentence level.
- Explain how complex sentences help build comprehension at the sentence level.

#### **Guiding Questions and Instructional Activities:**

**What are compound sentences? What are coordinating conjunctions? How do you manipulate words and/or phrases to create compound sentences with the coordinating conjunctions of *for, and, nor, but, or, yet, or so*? How do compound sentences help build syntactic awareness? How do compound sentences help build comprehension?**

**What are complex sentences? How do you manipulate words and/or phrases to create complex sentences at the sentence level? How do complex sentences help build syntactic awareness at the sentence level? How do complex sentences help build comprehension at the sentence level?**



**Key Academic Terms:**

phrases, compound sentences, coordinating conjunctions, complex sentences, syntactic awareness, comprehension, sentence level, manipulate

**Additional Resources:**

# Writing

## 32

## Literacy Foundations

## Writing

## Standard

32. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.

a. Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words.

*Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et*

b. Encode multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or schwa syllables.

c. Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph *igh*, vowel *y*, hard and soft *c* and *g*, silent letter combinations, and contractions.

d. Encode words with less common prefixes, suffixes, and common Latin roots.

*Examples: prefixes: fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post-*

*suffixes: -y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en*

*Latin roots: port, form, ject, spect, dict, tend, fer*

e. Encode frequently confused homophones accurately, using context to determine correct spelling.

*Examples: hear/here; night/knight; tacks/tax*

**Instructional Outcomes:**

- Identify phoneme-grapheme correspondences.
- Apply knowledge of grade-appropriate phoneme-grapheme correspondences to encode words accurately.
- Identify multisyllabic words.
- Identify grade-appropriate multisyllabic word construction.
- Apply knowledge of multisyllabic word construction to encode words accurately.
- Identify syllable division rules.
- Apply knowledge of syllable division rules to encode words accurately.
- Identify spelling rules (or generalizations).
- Apply knowledge of spelling rules (or generalizations) to encode words accurately.
- Use knowledge of multisyllabic word construction to encode multisyllabic words.

- Identify syllable division principles.
- Use knowledge of syllable division principles to encode multisyllabic words.
- Identify common syllable patterns.
- Encode words with the open/closed syllable pattern.
- Encode words with the vowel-*r* syllable pattern.
- Encode words with the vowel-consonant-*e* syllable pattern.
- Encode words with vowel teams.
- Encode words with the consonant-*le* syllable pattern.
- Encode words with odd or schwa syllables.
- Encode words with two-letter blends.
- Encode words with three-letter blends.
- Encode words with digraphs.
- Encode words with trigraphs.
- Encode words with combinations.
- Encode words with diphthongs.
- Encode words with the quadrigraph *eigh*.
- Encode words with *y* as the vowel.
- Encode words with a hard *c*.
- Encode words with a soft *c*.
- Encode words with a hard *g*.
- Encode words with a soft *g*.
- Encode words with silent letter combinations.
- Encode words with contractions.
- Encode words with less common prefixes.
- Encode words with less common suffixes.
- Encode words with common Latin roots.
- Identify homophones.
- Encode frequently confused homophones, using context to determine the correct spelling.

## **Guiding Questions and Instructional Activities:**

**What are phoneme-grapheme correspondences? How do you apply knowledge of grade-appropriate phoneme-grapheme correspondences to encode words accurately? What are multisyllabic words? What is multisyllabic word construction? How do you apply knowledge of multisyllabic word construction to encode words accurately? What are syllable division rules? How do you apply knowledge of syllable division rules to encode words accurately? What are spelling rules (or generalizations)? How do you apply knowledge of spelling rules (or generalizations) to encode words accurately?**

**How do you use what you know about multisyllabic word construction to encode multisyllabic words? What are syllable division principles? How do you use what you know about syllable division principles to encode multisyllabic words?**

**What are common syllable patterns? How do you encode words with the open/closed syllable pattern? How do you encode words with the vowel-*r* syllable pattern? How do you encode words with the vowel-consonant-*e* syllable pattern? How do you encode words with vowel team patterns? How do you encode words with the consonant-*le* syllable pattern? How do you encode words with odd or schwa syllables?**

**How do you encode words with two-letter blends? How do you encode words with three-letter blends? How do you encode words with digraphs? How do you encode words with trigraphs? How do you encode words with combinations? How do you encode words with diphthongs? How do you encode words with the quadrigraph *igh*? How do you encode words with *y* as a vowel? How do you encode words with a hard *c* sound? How do you encode words with a soft *c* sound? How do you encode words with a hard *g* sound? How do you encode words with a soft *g* sound? How do you encode words with silent letter combinations? How do you encode words with contractions?**

**How do you encode words with less common prefixes (e.g., *fore-*, *pro-*, *intra-*, *inter-*, *trans-*, *non-*, *over-*, *sub-*, *super-*, *semi-*, *anti-*, *mid-*, *ex-*, *post-*)? How do you encode words with less common suffixes (e.g., *-y*, *-ly*, *-ful*, *-ment*, *-hood*, *-less*, *-ness*, *-er*, *-or*, *-en*)? How do you encode words with less common Latin roots (e.g., *port*, *form*, *ject*, *spect*, *dict*, *tend*, *fer*)?**

**What are homophones? How do you use context to encode frequently confused homophones?**

**Key Academic Terms:**

Phoneme-grapheme correspondences, multisyllabic word, syllable, syllable division principle, encode, open/closed syllable pattern, vowel-*r* syllable pattern, vowel-consonant-*e* syllable pattern, vowel team, consonant-*le* syllable pattern, schwa, two-letter blend, three-letter blend, digraph, trigraph, combinations, diphthong, quadrigraph *igh*, hard *c*, soft *c*, hard *g*, soft *g*, silent letter combination, contraction, prefix, suffix, Latin roots, homophone

**Additional Resources:**

**33**

Literacy Foundations

Writing

Writing

Standard

33. Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.

**Instructional Outcomes:**

- Identify the characteristics of a personal narrative.
- Identify the characteristics of a fictional narrative.
- Write a personal or fictional narrative.
- Identify a logical plot with an organized sequence of events.
- Develop characters for a narrative writing.
- Use clear transitions to signal event order for a narrative writing.
- Provide a sense of closure for a narrative writing.

**Guiding Questions and Instructional Activities:**

**What are the characteristics of a personal narrative? What are the characteristics of a fictional narrative? How do you identify a logical plot for a narrative? How do you construct an organized sequence of events? How do you develop characters in narrative writing? How do you use clear transitions to signal event order for a narrative writing? How do you provide a sense of closure for a narrative writing?**

**Key Academic Terms:**

personal narrative, fictional narrative, logical plot, sequence of events, characters, transitions, closure

**Additional Resources:**

## 34

Literacy Foundations

Writing

Writing

Standard

34. Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.

### **Instructional Outcomes:**

- Identify the characteristics of informative or explanatory texts.
- Write an informative or explanatory text.
- Use sources to develop a topic for an informative or explanatory text.
- Use an introduction to establish a clear topic for an informative or explanatory text.
- Use facts to develop the topic for an informative or explanatory text.
- Use relevant details with elaboration to develop the topic for an informative or explanatory text.
- Construct a conclusion for an informative or explanatory text.

### **Guiding Questions and Instructional Activities:**

**What are the characteristics of an informative text? What are the characteristics of an explanatory text?**

**How do you use sources to develop a topic in an informative or explanatory text? How do you use an introduction to establish a clear topic? How do you use facts to develop the topic? How do you use relevant details with elaboration to develop the topic?**

**How do you construct a concluding statement or section?**



**Key Academic Terms:**

informative text, explanatory text, sources, introduction, facts, relevant details, elaboration, conclusion

**Additional Resources:**

## 35

Literacy Foundations

Writing

Writing

Standard

35. Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion.

### **Instructional Outcomes:**

- Identify the characteristics of argumentative writing.
- Write an argumentative piece.
- Develop an argument to convince the reader to take an action.
- Develop an argument to convince the reader to adopt a position.
- Use an introduction to establish a clear argument.
- Use logical reasoning supported by evidence from various sources to establish a clear argument.
- Construct a conclusion that relates to the argument provided.

### **Guiding Questions and Instructional Activities:**

**What are the characteristics of argumentative writing?**

**How do you develop an argument to convince the reader to take an action? How do you develop an argument to convince the reader to adopt a position? How do you use an introduction to establish a clear argument? How do you use logical reasoning supported by evidence from various sources to support your argument? How do you construct a conclusion related to the argument presented?**

### **Key Academic Terms:**

argument, introduction, logical reasoning, evidence, source, conclusion, argumentative writing, position, convince, construct

### **Additional Resources:**

**36**

## Literacy Foundations

## Writing

## Writing

## Standard

36. Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.

a. Use articles *a*, *an*, and *the* correctly.

b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.

c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.

d. Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names.

**Instructional Outcomes:**

- Identify the rules of standard English grammar (punctuation, capitalization, sentence formation, spelling).
- Apply knowledge of the rules of standard English grammar (punctuation, capitalization, sentence formation, spelling).
- Identify an article.
- Use the article *a* in a sentence correctly.
- Use the article *an* in a sentence correctly.
- Use the article *the* in a sentence correctly.
- Identify a noun and the role of a noun within a sentence and explain the type of information it conveys.
- Identify a verb and the role of a verb within a sentence and explain the type of information it conveys.
- Identify an adjective and the role of an adjective within a sentence and explain the type of information it conveys.
- Identify an adverb and the role of an adverb within a sentence and explain the type of information it conveys.
- Identify a pronoun and the role of a pronoun within a sentence and explain the type of information it conveys.

- Identify a preposition and the role of a preposition within a sentence and explain the type of information it conveys.
- Identify a conjunction and the role of a conjunction within a sentence and explain the type of information it conveys.
- Identify and form plural nouns when writing.
- Identify and form irregular plural nouns when writing.
- Identify and form plural verbs when writing.
- Identify and form irregular plural verbs when writing.
- Identify and form plural possessives when writing.
- Identify and use simple abbreviations for days of the week when writing.
- Identify and use simple abbreviations for months of the year when writing.
- Identify and use simple abbreviations for titles when writing.
- Identify and use simple abbreviations for units of metric and customary measurement when writing.
- Identify and use simple abbreviations for street names when writing.
- Identify and use simple abbreviations for state names when writing.

### **Guiding Questions and Instructional Activities:**

**What are the rules of standard English grammar appropriate for third grade? How do you demonstrate knowledge of standard English grammar for third grade?**

**What is an article? When do you use the article *a* in a sentence? When do you use the article *an* in a sentence? When do you use the article *the* in a sentence?**

**What is the role of a noun within a sentence? What type of information does a noun convey? What is the role of a verb within a sentence? What type of information does a verb convey?**

**What is the role of an adjective within a sentence? What type of information does an adjective convey? What is the role of an adverb within a sentence? What type of information does an adverb convey? What is the role of a pronoun within a sentence? What type of information does a pronoun convey? What is the role of a preposition within a sentence? What type of information does a preposition**

**convey? What is the role of a conjunction within a sentence? What type of information does a conjunction convey?**

**How do you form plural nouns when writing? How do you form irregular plural nouns when writing? How do you form plural verbs when writing? How do you form irregular plural verbs when writing? How do you form plural possessives when writing?**

**What are the abbreviations for days of the week? How do you use abbreviations for days of the week in writing? What are the abbreviations for months of the year? How do you use abbreviations for months of the year in writing? What are the abbreviations for titles? How do you use abbreviations for titles in writing? What are the abbreviations for metric and customary measurement? How do you use abbreviations for metric and customary measurement in writing? What are the abbreviations for street names? How do you use abbreviations for street names in writing? What are the abbreviations for state names? How do you use abbreviations for state names in writing?**

### **Key Academic Terms:**

Punctuation, capitalization, sentence formation, spelling, article, noun, verb, adjective, adverb, pronoun, preposition, conjunction, plural noun, plural verb, plural possessive, irregular plural noun, irregular plural verb, abbreviation, units of metric, customary measurement, convey

### **Additional Resources:**

**37**

## Literacy Foundations

## Writing

## Writing

## Standard

37. Compose simple, compound, and complex sentences with correct subject-verb agreement.
- Identify and correct sentence fragments and run-on sentences.
  - Identify the subject and predicate of a sentence.

**Instructional Outcomes:**

- Identify a simple sentence.
- Identify subject-verb agreement.
- Compose a simple sentence with correct subject-verb agreement.
- Identify a compound sentence.
- Compose a compound sentence with correct subject-verb agreement.
- Identify a complex sentence.
- Compose a complex sentence with correct subject-verb agreement.
- Identify a sentence fragment.
- Correct a sentence fragment.
- Identify a run-on sentence.
- Correct a run-on sentence.
- Identify the subject of a sentence.
- Identify the predicate of a sentence.

**Guiding Questions and Instructional Activities:**

**What is a simple sentence? What is subject-verb agreement? How do you compose a simple sentence with correct subject-verb agreement? What is a compound sentence? How do you compose a compound sentence with correct subject-verb agreement? What is a complex sentence? How do you compose a complex sentence with correct subject-verb agreement?**

**What is a sentence fragment? How do you correct a sentence fragment in writing?  
What is a run-on sentence? How do you correct a run-on sentence in writing?**

**What is a subject? How do you identify the subject of a sentence? What is a  
predicate? How do you identify the predicate of a sentence?**

**Key Academic Terms:**

simple sentence, compound sentence, complex sentence, subject-verb agreement, sentence fragment, run-on sentence, subject, predicate

**Additional Resources:**

**38**

Literacy Foundations

Writing

Writing

Standard

38. Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.

**Instructional Outcomes:**

- Identify the characteristics of a well-organized paragraph.
- Compose a well-organized paragraph with a topic sentence.
- Compose a well-organized paragraph with details to support the topic.
- Compose a well-organized paragraph with a concluding sentence.

**Guiding Questions and Instructional Activities:**

**What are the characteristics of a well-organized paragraph?**

**How do you introduce the topic of a paragraph with a topic sentence? How do you provide details to support the topic of your paragraph? How do you construct a concluding sentence for your paragraph?**

**Key Academic Terms:**

Well-organized paragraph, topic sentence, details, concluding sentence, compose, develop

**Additional Resources:**



**39**

## Literacy Foundations

## Writing

## Writing

## Standard

39. Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation.

a. Avoid plagiarism by using their own words and utilizing digital sources ethically.

**Instructional Outcomes:**

- Identify potential print and digital sources.
- Engage in reading of identified print and digital resources.
- Gather information about a topic from a variety of sources, including digital sources.
- Evaluate information about a topic from a variety of sources, including digital sources.
- Use information gathered and evaluated to create a project.
- Use information gathered and evaluated to create a report.
- Use information gathered to create a presentation.
- Identify plagiarism.
- Paraphrase information gathered by having students use their own words to avoid plagiarism.
- Use digital sources ethically to avoid plagiarism.

**Guiding Questions and Instructional Activities:**

**How do you gather information about a topic from a print or digital source? How do you evaluate the information gathered?**

**How do you use the information gathered and evaluated to create a project? How do you use the information gathered and evaluated to create a report? How do you use the information gathered to create a presentation?**

**What is plagiarism? How do you paraphrase information gathered to avoid plagiarism? How do you use digital sources ethically to avoid plagiarism?**

**Key Academic Terms:**

digital source, project, report, presentation, plagiarism, ethically, print source, paraphrase, evaluate, information, topic, variety

**Additional Resources:**

**40**

Literacy Foundations

Writing

Writing

Standard

40. Use grade-level and domain-appropriate vocabulary in writing.

a. Use specific vocabulary to develop a story.

b. Use specific vocabulary to explain or inform on a topic.

**Instructional Outcomes:**

- Use grade-level vocabulary in writing
- Use domain-appropriate vocabulary in writing.
- Use specific vocabulary to develop a story.
- Use specific vocabulary to explain about a topic.
- Use specific vocabulary to inform about a topic.

**Guiding Questions and Instructional Activities:**

**How do you use grade-level vocabulary in writing? How do you use domain-appropriate vocabulary in writing?**

**How do you use specific vocabulary to develop a story? How do you use specific vocabulary to explain about a topic? How do you use specific vocabulary to inform about a topic?**

**Key Academic Terms:**

Grade-level vocabulary, domain-appropriate vocabulary, specific vocabulary, develop, story, explain, inform, topic

**Additional Resources:**

# 41

## Literacy Foundations

### Writing

### Writing

### Standard

41. Use words and phrases in writing for effect and elaboration.

a. Use transition words and phrases for sentence variety.

### **Instructional Outcomes:**

- Identify writing for effect.
- Use words and phrases in writing for effect.
- Identify writing for elaboration.
- Use words and phrases in writing for elaboration.
- Identify transition words.
- Use transition words for sentence variety.
- Identify transition phrases.
- Use transition phrases for sentence variety.

### **Guiding Questions and Instructional Activities:**

**What does it mean to write for effect? How do you use words and phrases in writing for effect? What does it mean to write for elaboration? How do you use words and phrases in writing for elaboration?**

**What are transition words? How do you use transition words for sentence variety? What are transition phrases? How do you use transition phrases for sentence variety?**

### **Key Academic Terms:**

Writing for effect, writing for elaboration, transition words, transition phrases, sentence variety

### **Additional Resources:**

*This page is  
intentionally left  
blank.*

---

Copyright © 2022 by the Alabama State Department of Education. The materials contained in this publication may be duplicated by Alabama educators for local classroom use. This permission does not extend to the duplication of materials for commercial use.

---