



English/Language Arts

Grade: 3

Preparation of Kentucky's students for the demands of the 21st Century requires districts and schools to prepare every student for successful transition to post-secondary education, work and the community. The Kentucky Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. This document provides administrators, teachers, parents and other stakeholders with access to the standards, the progression of skills taught, and supporting information. These learning goals outline what a student should know and be able to do at the end of the current grade.

This document is best used in conjunction with the Boyd County Public School District's Writing Plan.

Curriculum Framework Key:

I=New Standard Introduced

O= Ongoing

M=Mastery

Speaking and Listening Standards

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. ***The skills and applications of these Speaking and Listening standards are integrated throughout the year and opportunities are provided for students to demonstrate mastery of these standards in Reading and Writing ELA Instruction.***

LDC Resources that address multiple standards in this cluster

[Whole Group Text Talk: Informational Texts](#)
[Pre-Writing Discussion with Informational Text](#)

[The Big Influence of One Small Character](#)
[Outlining Opinion Essays Using Graphic Organizers](#)

Achieve the Core Resources that address multiple standards in this cluster

Speaking and Listening Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Comprehension and Collaboration						
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	I	O	O	M	
SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	I	O	O	M	
SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	I	O	O	M	
SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link	I	O	O	M	

	their comments to the remarks of others.					
SL.3.1.d	Explain their own ideas and understanding in light of the discussion.	I	O	O	M	
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	I	O	O	M	
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	I	O	O	M	
Presentation of Knowledge and Ideas						
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	-	I	O	M	Partner Retelling of Narrative Text Read Aloud Voice (Oral Presentation)
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	-	-	I	M	Read Aloud Voice (Oral Presentation)
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	I	O	O	M	

Reading Standards: Foundational Skills (K-5)

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic

conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

LDC Resources that address multiple standards in this cluster

Achieve the Core Resources that address multiple standards in this cluster

Reading Standards: Foundational Skills (K-5)		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Phonics and Word Recognition						
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	I	O	O	M	
RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.	-	I	O	M	
RF.3.3.b	Decode words with common Latin suffixes.	-	I	O	M	
RF.3.3.c	Decode multi-syllable words.	-	I	O	M	
RF.3.3.d	Read grade-appropriate irregularly spelled words.	-	I	O	M	
Fluency						
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	I	O	O	M	Fluency Packet 2-3 Grade Band
RF.3.4.a	Read grade-level text with purpose and understanding.	I	O	O	M	Fluency Packet 2-3 Grade Band Picking a "Just Right" Book for Independent Reading
RF.3.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on	-	-	I	M	Fluency Packet 2-3 Grade Band

	successive readings.					
RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	I	O	O	M	Fluency Packet 2-3 Grade Band

Reading: Informational Text

Reading Standards: Informational Text (K-5)		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
LDC Resources that address multiple standards in this cluster						
Achieve the Core Resources that address multiple standards in this cluster						
Key Ideas and Details						
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I	O	O	M	Whole Group Text Talk: Informational Texts Directed Reading-Thinking Activity (DRTA) Properties of Matter Muscles Fossils Icky Insects Living in Groups K9 Police Dogs Japan Book Reviews
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	I	O	O	M	Theme Sort Whole Group Text Talk: Informational Texts Determining Theme Vs. Main Idea

						Determining Theme Properties of Matter Determining Theme (with UDL Supports) Muscles Fossils Icky Insects K9 Police Dogs Japan
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	I	O	O	M	Directed Reading-Thinking Activity (DRTA) Living in Groups
Craft and Structure						
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	I	O	O	M	Creating a Vocabulary Book or Glossary for a Nonfiction Text Children's Literature Revising Word Choice in Sample Texts Living in Groups
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	I	O	O	M	Living in Groups
RI.3.6	Distinguish their own point of view from that of the author of a text.	-	I	O	M	
Integration of Knowledge and Ideas						
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g.,	I	O	O	M	

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	where, when, why, and how key events occur).					
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	-	I	O	M	
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	-	I	O	M	Theme Sort Determining Theme Vs. Main Idea Determining Theme Determining Theme (with UDL Supports)
Range of Reading and Level of Text Complexity						
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	I	O	O	M	Properties of Matter Muscles Fossils Icky Insects Living in Groups K9 Police Dogs Japan

Reading: Literature

LDC Resources that address multiple standards in this cluster					
The Big Influence of One Small Character Prove It: Identifying Evidence in Narrative Texts			Tableaux: Dramatic Interpretations of Poetry The Big Influence of One Small Character		
Achieve the Core Resources that address multiple standards in this cluster					
Reading Standards for Literature	1st 9	2nd 9	3rd 9	4th 9	Resources

		weeks	weeks	weeks	weeks	
Key Ideas and Details:						
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I	O	O	M	Directed Reading-Thinking Activity (DRTA) Getting to Know Characters in Fiction Teaching and Practicing Making Inferences with Sentence Sets Getting to Know Characters in Fiction Analyzing Persuasive Text ("Dear Mr. Blueberry" with UDL Supports) Writing Persuasive Letters ("Dear Mr. Blueberry" with UDL Supports) Teaching and Practicing Making Inferences with Sentence Sets
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	-	-	I	M	Theme Sort Determining Theme (with UDL Supports) Determining Theme Vs. Main Idea Story Mapping 1: Modeling Story Mapping 2: Coaching Student Independence Story Mapping 3: Linking Ideas Across Two Texts Story Mapping 4: Independent Student Work How Illustrations Develop Central Lessons in "Fox"
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	I	O	O	M	Getting to Know Characters in Fiction Analyzing the Impact of Character Traits on Plot in Amos and Boris RL3.3 Directed Reading-Thinking Activity (DRTA) Story Mapping 1: Modeling Story Mapping 2: Coaching Student Independence Story Mapping 3: Linking Ideas Across Two Texts Story Mapping 4: Independent Student Work Getting to Know Characters in Fiction

						The Big Influence of One Small Character Analyzing Persuasive Text ("Dear Mr. Blueberry" with UDL Supports) Writing Persuasive Letters ("Dear Mr. Blueberry" with UDL Supports) Compare and Contrast Characters
Craft and Structure:						
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	-	-	I	M	Examining Word Choice in
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	I	O	O	M	
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	-	-	I	M	Locating The Author's Tools for Persuasion Identifying Character Point of View Contrasting point of view
Integration of Knowledge and Ideas:						
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	-	-	I	M	How Illustrations Develop Central Lessons in "Fox"
RL.3.8	(RL.3.8 not applicable to literature)	-	-	-	-	
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	-	-	I	M	Theme Sort Determining Theme (with UDL Supports) Determining Theme Vs. Main Idea
Range of Reading and Level of Text Complexity:						
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry,	I	O	O	M	

	at the high end of the grades 2-3 text complexity band independently and proficiently.					
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Writing Standards

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Standards listed below are to be integrated in all forms of writing instruction – informational, opinion, and narrative. Students will have multiple opportunities throughout the school year to demonstrate the skills and knowledge incorporated in these writing standards.

LDC Resources that address multiple standards in this cluster							
Writing Stories with Personification (The Day the Crayons Quit) The Big Influence of One Small Character			Writing Stories with Personification (The Day the Crayons Quit)				
Achieve the Core Resources that address multiple standards in this cluster							
Writing Standards			1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Production and Distribution of Writing							
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	I	O	O	M	Identifying Character Point of View Analyzing the Impact of Character Traits on Plot in Amos and Boris RL3.3 Revising Word Choice in Sample Texts	
W.3.5	With guidance and support from peers and	I	O	O	M	Writing Descriptions	

	adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here .)					Revising Word Choice in Sample Texts
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	I	O	O	M	Writing Fractured Fairytales Contrasting point of view
Research to Build and Present Knowledge						
W.3.7	Conduct short research projects that build knowledge about a topic.	I	O	O	M	Writing Informed Opinions Living in Groups
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	I	O	O	M	Living in Groups
W.3.9	(W.3.9 begins in grade 4)	-	-	-	-	
Range of Writing						
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	I	O	O	M	

Language Standards

*The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. **The skills and applications of these standards are integrated throughout the year and opportunities are provided for students to demonstrate***

mastery of these standards in all components of ELA instruction – Speaking and Listening, Reading and Writing.

LDC Resources that address multiple standards in this cluster

[Creating a Vocabulary Book or Glossary for a Nonfiction Text](#)
[Revising Word Choice in Sample Texts](#)

[Examining Word Choice in Children's Literature](#)
[The Big Influence of One Small Character](#)

Achieve the Core Resources that address multiple standards in this cluster

Language Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Conventions of Standard English						
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I	O	O	M	
L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	I	O	O	M	
L.3.1.b	Form and use regular and irregular plural nouns.	I	O	O	M	
L.3.1.c	Use abstract nouns (e.g., <i>childhood</i>).	I	O	O	M	
L.3.1.d	Form and use regular and irregular verbs.	I	O	O	M	
L.3.1.e	Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	I	O	O	M	
L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.*	I	O	O	M	
L.3.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	I	O	O	M	
L.3.1.h	Use coordinating and subordinating conjunctions.	I	O	O	M	Simple/Complex Sentences (converted from simple sentences)

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L.3.1.i	Produce simple, compound, and complex sentences.	I	O	O	M	Prepositions and New Vocabulary Through Observing and Discussing Art (for English Language Learners) Simple/Complex Sentences (converted from simple sentences)
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I	O	O	M	
L.3.2.a	Capitalize appropriate words in titles.	I	O	O	M	
L.3.2.b	Use commas in addresses.	-	I	O	M	
L.3.2.c	Use commas and quotation marks in dialogue.	-	I	O	M	
L.3.2.d	Form and use possessives.	-	I	O	M	
L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	-	I	O	M	
L.3.2.f	Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.	-	I	O	M	
L.3.2.g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	I	O	O	M	
Knowledge of Language						
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	-	I	O	M	Writing Fractured Fairytales Revising Word Choice in Sample Texts
L.3.3.a	Choose words and phrases for effect.*	-	I	O	M	Examining Word Choice in Children's Literature Revising Word Choice in Sample Texts Writing a Student Report: How Word Choice Affects Tone

L.3.3.b	Recognize and observe differences between the conventions of spoken and written standard English.	-	-	I	M	
Vocabulary Acquisition and Use						
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	-	I	O	M	
L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.	-	I	O	M	
L.3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).	-	I	O	M	
L.3.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).	-	I	O	M	
L.3.4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	I	O	O	M	
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	-	-	I	M	Semantic Gradient Play on Words Beck's Post-Reading Vocabulary Activities
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	I	O	O	M	Prepositions and New Vocabulary Through Observing and Discussing Art (for English Language Learners)

Writing: Informative/Explanatory

Writing Standard 2: Informative/Explanatory (W.3.2)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

LDC Resources that address multiple standards in this cluster

[The Big Influence of One Small Character](#)
[How Illustrations Develop Central Lessons in "Fox"](#)
[The Big Influence of One Small Character](#)

[Writing Descriptions](#)
[Analyzing the Impact of Character Traits on Plot in Amos and Boris RL3.3](#)

Achieve the Core Resources that address multiple standards in this cluster

[Living in Groups](#)

Writing Informative/Explanatory Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	I	O	O	M	
W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	I	O	O	M	
W.3.2.b	Develop the topic with facts, definitions, and details.	I	O	O	M	
W.3.2.c	Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information.	I	O	O	M	
W.3.2.d	Provide a concluding statement or section.	I	O	O	M	

Writing: Opinion

Writing Standard 1: Opinion (W.3.1)

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

LDC Resources that address multiple standards in this cluster

[Outlining Opinion Essays Using Graphic Organizers](#)

Achieve the Core Resources that address multiple standards in this cluster

Opinion Writing Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	-	I	O	M	Writing a Persuasive Argument Book Reviews
W.3.1.a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	-	I	O	M	Writing a Persuasive Argument Outlining Opinion Essays Using Graphic Organizers
W.3.1.b	Provide reasons that support the opinion.	-	I	O	M	Writing a Persuasive Argument
W.3.1.c	Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	-	I	O	M	
W.3.1.d	Provide a concluding statement or section.	-	I	O	M	

Writing: Narrative

Writing Standard 3: Narrative (W.3.3)

Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use

temporal words to signal event order, and provide a sense of closure.

LDC Resources that address multiple standards in this cluster

[Writing Stories with Personification \(The Day the Crayons Quit\)](#)
[Writing Descriptions](#)
[Writing Fractured Fairytales](#)

[Identifying Character Point of View](#)

Achieve the Core Resources that address multiple standards in this cluster

Narrative Writing Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	-	-	I	M	Identifying Character Point of View
W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	-	-	I	M	
W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	-	-	I	M	
W.3.3.c	Use temporal words and phrases to signal event order.	-	-	I	M	
W.3.3.d	Provide a sense of closure.	-	-	I	M	