Coal City Unit District #1
Third Grade
Language Arts Curriculum

LA.3:1 Students will read and comprehend a variety of grade level literature such as stories, dramas, or poems. (RL.3.1-7)

LA.3:1-1	Answer questions using textual evidence. (RL.3.1)
LA.3:1-2	Retell stories identifying characters, setting, and events. (RL.3.2)
LA.3:1-3	Determine the main idea, lesson or moral from texts, including multi-cultural fables, folktales or myths. (RL.3.2)
LA.3:1-4	Explain the main idea, lesson or moral using key details from the text as well as their own ideas. (RL.3.2)
LA.3:1-5	Describe characters in a story (e.g. their traits, motivations, or feelings). (RL.3.3)
LA.3:1-6	Explain how character's actions contribute to the sequence of events in a story. (RL.3.3)
LA.3:1-7	Determine how illustrations contribute meaning to the story. (RL.3.7)
LA.3:1-8	Distinguish idioms and figures of speech from literal text. (RL.3.4)
LA.3:1-9	Use vocabulary concepts relating to literature. (e.g. title, character, genre, chapter, plot, setting, problem, solution, event) (RL.3.7)
LA.3:1-10	Understand vocabulary concepts relating to drama. (e.g. scene, costume, props, character, rehearsal, director, script, actor/actress) (RL.3.5)
LA.3:1-11	Understand vocabulary concepts relating to poetry. (e.g. verse, stanza, rhyme, imagery, sound device, simile, alliteration, metaphor, personification) (RL.3.5)
LA.3:1-12	Compare/contrast their point of view to that of the narrator or character from a story (first and third person). (RL.3.6)
LA.3.1-13	Explain how the author feels about an event in the text. (RL.3.6)

LA.3:2 Students will read and comprehend grade level informational (non-fiction) selections such as historical, scientific, or technical texts independently and proficiently.

LA.3:2-1	Answer questions using textual evidence. (RI.3.1)
LA.3:2-2	Identify the main idea (including author's purpose, restate key details and explain how they support the main idea). (RI.3.2)
LA.3:2-3	Differentiate between fact and opinion. (RI.3.3)
LA.3:2-4	Match a logical effect with a given cause. (RI.3.3)
LA.3:2-5	Sequence historical events, scientific ideas, or technical procedures. (RI.3.3)
LA.3:2-6	Draw inferences, conclusions or generalizations about historical events, scientific ideas, or technical procedures identifying textual evidence. (RI.3.3)
LA.3:2-7	Define general academic and content area vocabulary for third grade. (RI.3.4)
LA.3:2-8	Utilize text features (e.g. key words, illustrations, photos, captions, headings, labels, arrows, graphics, lists, maps, tables, charts) to efficiently locate information. (RI.3.5)
LA.3:2-9	Compare/contrast their point of view from that of the author of the text. (RI.3.6)
LA.3:2-10	Explain how information from illustrations (e.g. maps, photographs) enriches how text is interpreted (what, when where, why and how). (RI.3.7)
LA.3:2-11	Identify words that signal a text's organizational structure. (e.g. compare/contrast, cause/effect, sequence) (RI.3.8)
LA.3:2-12	Compare/contrast the most important points and key details including two texts on the same topic. (RI.3.9)

LA.3:3 Students will read a variety of grade level texts fluently. (RF.3.3.a, RF.3.3.b, RF.3.3.c, RF.3.3.d)

LA.3:3-1	Use letter sound correspondences and morphology (root words, affixes) in decoding words. (RF.3.3a)
LA.3:3-2	Read words with a variety of syllable patterns. (v/cv, vc/v, vcccv, cvvc, cvv). (RF.3.3c)
LA.3:3-3	Identify words with matching phonetic elements. (RF.3.3)
LA.3:3-4	Read irregularly spelled words. (RF.3.3d)
LA.3:3-5	Read grade level text orally with accuracy. (RF.3.4a,b)
LA.3:3-6	Read grade level text with an appropriate rate. (RF.3.4a,b)
LA.3:3-7	Read grade level text orally with expression. (RF.3.4a,b)
LA.3:3-8	Read grade level text with understanding. (RF.3.4a,b)

LA.3:4 Students will write an opinion piece (persuasive), supporting their point of view with reason. (W.3.1.a, W.3.1.b, W.3.1.c, W.3.2.d)

LA.3:4-1	Introduce the topic with a topic sentence, stating their opinion, and preview their three supporting reasons. (W.3.1a)
LA.3:4-2	Write a body paragraph for each reason using facts and their own ideas to support their opinion. (W.3.1b)
LA.3:4-3	Use transition words (because, therefore, since, for example) to connect their reasons to their opinion. (W.3.1c)
LA.3:4-4	Write a conclusion using an excellent ending, and restate their opinion. (W.3.2d)

LA.3:5 Students will write an informative/explanatory to inform the reader about a topic. (W.3.2.a, W.3.2.b, W.3.2.c, W.3.2.d)

LA.3:5-1	Write an opening paragraph with an introduction that previews their major points. (W.3.2a)
LA.3:5-2	Develop each point with facts in its own paragraph. (W.3.2b)
LA.3:5-3	Support their facts with details or explanations. (W.3.2b)
LA.3:5-4	Use definitions or context clues to familiarize the reader with vocabulary for their topic. (W.3.2b)
LA.3:5-5	Use transition words and phrases (also, another, and, more, but) to connect ideas within the paragraph. (W.3.2c)
LA.3:5-6	Write a conclusion using an excellent ending, and restate their topic. (W.3.2d)
LA.3:5-7	Gather information for their reports from experiences they recall and/or information from print and digital sources. (W.3.8)
LA.3:5-8	Organize the information gathered into teacher-provided categories. (W.3.7)
LA.3:5-9	Present their research using technology. (W.3.8)

LA.3:6 Students will write a narrative piece using events, details, and sequence. (W.3.3)

LA.3:6-1	Establish the setting, including time and place. (W.3.3a)
LA.3:6-2	Introduce a strong main character with at least one supporting character. (W.3.3a)
LA.3:6-3	Sequence events that unfold naturally. (W.3.3a)
LA.3:6-4	Use dialog to move the story along. (W.3.3b)
LA.3:6-5	Describe action, thoughts and feelings of characters and how these characters respond to events in history. (W.3.3b)
LA.3:6-6	Describe experiences and events with detail. (W.3.3c)
LA.3:6-7	Provide a closure. (W.3.3d)
LA.3:6-8	Provides an introduction using an attention-getter and topic sentence. (W.3.3a)
LA.3:6-9	Use transition words and phrases to connect events within writing. (W.3.3c)

LA.3:7 Students will demonstrate grade appropriate speaking and listening skills. (SL3.1, SL3.3-4, SL3.6)

LA.3:7-1	Discuss the key ideas expressed and explain their own ideas and understanding in light of the discussion. (SL.3.1)
LA.3:7-2	Identify the reasons and evidence a speaker provides to support particular points. (SL.3.3)
LA.3:7-3	Report on a topic or text, tell a story, or recount an experience in an organized manner. (SL.3.4)
LA.3:7-4	Speak clearly at an understandable pace using formal English. (SL.3.6)

LA.3:8 Students will demonstrate grade level appropriate language skills. (L.3.1)

LA.3:8-1	Use nouns correctly in sentences (common and proper, singular and plural, irregular plural, singular and plural possessive). (L 3.1b)
LA.3:8-2	Use pronouns correctly in sentences (singular and plural, subject and object, possessive). (L.3.1f)
LA.3:8-3	Use verbs correctly in sentences (action and linking, main and helping, subject-verb agreement, past, present, and future tense, irregular). (L.3.1e) (L.3.1d) (L.3.1a) (L.3.1d) (L.3.le)
LA.3:8-4	Use adjectives and adverbs that compare correctly in sentences. (L.3.1g)
LA.3:8-5	Use conjunctions correctly in sentences (to add information, to combine sentences). (L.3.1h)
LA.3:8-6	Use a variety of sentences, including simple, compound and complex. (L.3.1i) (L.3.1.h)
LA.3:8-7	Use types of sentences (statements, questions, exclamations, commands) and required punctuation. (L3.1.i)
LA.3:8-8	Identify simple and complete subjects of sentences. (L3.l.i)
LA.3:8-9	Identify predicate and compound predicates of sentences. (L3.1.i)
LA.3:8-10	Use prepositions correctly in sentences. (L3.1.

LA.3:9 Students will demonstrate command of the conventions of Standard English usage when writing or speaking. (L 3.2)

LA.3:9-1	Capitalize when writing (proper nouns, titles, abbreviations, days of the week, months of the year, holidays, to begin the first word of a quotation). (L.3.2a)
LA.3:9-2	Spell high frequency words correctly when writing. (L.3.2e)
LA.3:9-3	Use commas when writing with a conjunction, to separate a series, between a city/state, between a month/day, greeting and closing of a friendly letter, to separate speaker's exact words from the rest of the sentence. (L.3.2b)
LA.3:9-4	Use quotation marks for dialog when writing. (L.3.2c)
LA.3:9-5	Consult reference materials, including a beginning dictionary to check and correct spelling. (L.3.2g)

LA.3:10 Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases using a variety of strategies. (L.3.2-6)

LA.3:10-1	Use context (e.g. definitions, examples, restatement in text) as a clue to the meaning of a word or phrase. (L.3.4a)
LA.3:10-2	Use known prefixes and suffixes (affixes) added to a known word to determine the word's meaning. (L.3.4b)
LA.3:10-3	Identify the components of compound words and contractions. (L.3.4) (L.3.2e)
LA.3:10-4	Use known base (root) word to determine the meaning of an unknown word. (L.3.4c)
LA.3:10-5	Use beginning dictionaries (print or digital) and glossaries to clarify the precise meaning of words. (L.3.4d)
LA.3:10-6	Identify shades of meaning among closely related words (e.g. toss, throw, hurl) or (e.g. skinny, thin, slender, scrawny). (L.3.4a)
LA.3:10-7	Discriminate appropriate use of homonyms. (L.3.4a)
LA.3:10-8	Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful). (L.3.5b)
LA.3:10-9	Acquire and use third grade vocabulary. (L.3.4)
LA.3.10-10	Identify words that mean the opposite of one another. (hot, cold) (L.3.4a)
LA.3:10-11	Distinguish the literal and nonliteral meanings of words and phrases in context. (L.3.5.a)
LA.3:10-12	Recognize and interpret figurative language. (L3.4)