LANGUAGE			
GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)	
Note: The inclusion of Language standards in their own domain should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; Indeed, they are inseparable from such contexts.			
3	**Conventions of Standard English**	**LA.3.L.1**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; explain function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences; form and use regular and irregular plural nouns; use abstract nouns (e.g., childhood); form and use irregular verbs; form and use the simple verb tenses (e.g., I walked, I walk, I will walk); ensure subject-verb and pronoun antecedent agreement; form and use comparative and superlative adjectives and adverbs; use coordinating and subordinating conjunctions; produce simple, compound, and complex sentences (L.3.1)
		LA.3.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: capitalize appropriate words in titles; use commas in addresses; use commas and quotation marks in dialogue; form and use possessives; use conventional spelling for high-frequency and other studied words and for adding suffixes to base words; use spelling patterns and generalization (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts); consult reference materials (e.g., beginning dictionaries) as needed to check spellings (L.3.2)
	Knowledge of Language	**LA.3.L.3**	Use knowledge of language and its conventions when writing, speaking, reading, or listening: choose words and phrases for effect; recognize differences between conventions of spoken and written standard English (L.3.3)
	Vocabulary Acquisition and Use	**LA.3.L.4**	Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context; determine the meaning of a new word when a known affix is added to a known word; use a known root word as a clue to the meaning of an unknown word; use print and digital glossaries or beginning dictionaries to determine the meaning of words and phrases (L.3.4)
		LA.3.L.5	Demonstrate understanding of word relationships and nuances in word meanings: distinguish literal and nonliteral meanings of words and phrases in context; identify real-life connections between words and their use; distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered) (L.3.5)
		LA.3.L.6	Acquire and use conversational and content-specific words and phrases, including those that signal spatial and temporal relationships (L.3.6)

READING - READING FOUNDATIONS			
GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)	
Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?		**Big Idea:** We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.	
Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory			
3	**Phonics and Word Recognition**	**LA.3.RF.1**	Know the meaning of common prefixes and derivational suffixes; decode words with common Latin suffixes; decode multisyllabic words; read grade-appropriate irregularly spelled words (RF.3.3)
	Fluency	**LA.3.RF.2**	Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression (RF.3.4a-b)
		LA.3.RF.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.3.4c)
		LA.3.RF.4	Use silent reading strategies

READING - INFORMATIONAL TEXT			
GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)	
Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?		**Big Idea:** We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.	
Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory			
3	**Key Ideas and Details**	**LA.3.RI.1**	Ask and answer questions, referring explicitly to the text, to demonstrate understanding (RI.3.1)
		LA.3.RI.2	Determine the main idea and key details; explain how key details support the main idea (RI.3.2)
		LA.3.RI.3	Describe the relationship within a series of historical events, scientific ideas or concepts, or steps in technical procedures, using language that pertains to time, sequence, and cause/effect (RI.3.3)
	Craft and Structure	**LA.3.RI.4**	Determine the meaning of content-specific words and phrases in context (RI.3.4)
		LA.3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information (RI.3.5)
		LA.3.RI.6	Distinguish personal point of view from that of the author (RI.3.6)
	Integration of Knowledge and Ideas	**LA.3.RI.7**	Use information from illustrations and the words in a text to demonstrate understanding (RI.3.7)
		LA.3.RI.8	Describe the connection between sentences and paragraphs in a text (e.g., comparison, cause/effect, sequence) (RI.3.8)
		LA.3.RI.9	Compare and contrast the key ideas and details presented in two texts on the same topic (RI.3.9)
		LA.3.RI.10	Select informational text that affirms the teachings in God's Word
	Range of Reading and Level of Text Complexity	**LA.3.RI.11**	Read and comprehend informational texts (e.g., history/social studies, science, technical texts) of appropriate complexity independently and proficiently (RI.3.10)
		LA.3.RI.12	Self-monitor reading strategies and make modifications as needed
		LA.3.RI.13	Read informational texts for personal growth and spiritual development

READING - LITERATURE			
GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)	
Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?		**Big Idea:** We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.	
Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory			
3	**Key Ideas and Details**	**LA.3.RL.1**	Ask and answer questions, referring explicitly to the text, to demonstrate understanding (RL.3.1
		LA.3.RL.2	Retell stories from diverse cultures and explain how the main idea(s) or lesson(s) is conveyed through key details (RL.3.2)
		LA.3.RL.3	Describe characters (e.g., traits, feelings, motivations) and explain their roles in the sequence of events (RL.3.3)
	Craft and Structure	**LA.3.RL.4**	Determine the meaning of words and phrases in context, distinguishing literal from nonliteral language (RL.3.4)
		LA.3.RL.5	Refer to parts of stories, dramas, and poems (e.g., chapter, scene, stanza) when writing or speaking; describe how each part builds on earlier sections (RL.3.5)
		LA.3.RL.6	Distinguish personal point of view from that of the narrator or characters (RL.3.6)
	Integration of Knowledge and Ideas	**LA.3.RL.7**	Explain how illustrations relate to the text of the story (RL.3.7)
		LA.3.RL.8	Compare and contrast the themes, settings, plots, and characters of stories written by the same author (RL.3.9)
		LA.3.RL.9	Make connections between a text and personal life experiences and other texts
		LA.3.RL.10	Make connections between a text and personal life experiences
	Range of Reading and Level of Text Complexity	**LA.3.RL.11**	Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently (RL.3.10)
		LA.3.RL.12	Self-monitor reading strategies and make modifications as needed
		LA.3.RL.13	Read literature for pleasure, personal growth, and spiritual development

SPEAKING AND LISTENING			
GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)	
Essential Question: How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?		**Big Idea:** The ability to listen and speak effectively in a variety of situations allows us to communicate information, ideas, and feelings to better undertand God, others, and ourselves.	
Assessments: Discussion, Observations, Checklists, Rubrics, Questions, Recordings, Think-Pair-Share, Podcast, Multimedia Presentations, Socratic Circles, Debate, Literature Circles, Speeches/Sermons, Readers Theater, Drama and Skits, Poetry Readings, Show and Tell			
3	**Comprehension and Collaboration**	**LA.3.SL.1**	Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity: prepare and use required reading material; follow agreed-upon rules (e.g., gaining the floor in respectful ways, listening with care, speaking one at a time; making eye contact); ask questions to check understanding of information while staying on topic (SL.3.1)
		LA.3.SL.2	Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, orally) (SL.3.2)
		LA.3.SL.3	Ask and answer questions about information from a speaker (SL.3.3)
	Presentation of Knowledge and Ideas	**LA.3.SL.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 (SL.3.4)
		LA.3.SL.5	Create digital recordings (e.g., stories, poems) that demonstrate fluency, with visuals when appropriate to clarify meaning (SL.3.5)
		LA.3.SL.6	Speak in complete sentences when appropriate to task and situation (SL.3.6)
		LA.3.SL.7	Demonstrate reverence to God when speaking and listening

WRITING			
GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)	
Essential Question: How can we honor God when we write for a variety of purposes and audiences?		**Big Idea:** We honor God when we choose to write in ways that affirm the teachings in His Word.	
Assessments: Conferencing, Four Corners, Summary Writing, Observations, Checklists, Rubrics, Writer's Notebook, Portfolio, Write-Pair-Share, Journals, RAFT (Role, Audience, Form, Topic)			
3	**Text Types and Purposes**	**LA.3.W.1**	Write opinion pieces on topics or texts that include: an introduction, a point of view with reasons, linking words and phrases (e.g., because, therefore, since, for example), and a conclusion (W.3.1)
		LA.3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information that include: an introduction, supporting details (e.g., facts, definitions), linking words and phrases (e.g., also, another, and, more, but), illustrations when useful, and a conclusion (W.3.2)
		LA.3.W.3	Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description), sensory details, temporal words and phrases, clear event sequences, a situation, a narrator and/or characters, and a conclusion (W.3.3)
		LA.3.W.4	Produce writing that honors God and affirms the principles in His Word
	Production and Distribution of Writing	**LA.3.W.5**	With support, produce writing in which the development and organization are appropriate to task and purpose (W.3.4)
		LA.3.W.6	With adult and peer support, develop and strengthen writing by planning, revising, and editing (W.3.5)
		LA.3.W.7	With support, use technology to produce and publish writing (using grade-appropriate keyboarding skills) as well as to interact and collaborate (W.3.6)
		LA.3.W.8	Apply common conventions of handwriting (e.g., margins, headings, legible manuscript and cursive writing) and decipher cursive writing
	Research to Build and Present Knowledge	**LA.3.W.9**	Conduct short research projects that build knowledge about a topic (W.3.7)
		LA.3.W.10	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories (W.3.8)
	Range of Writing	**LA.3.W.11**	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 (W.3.10)