

English/Language Arts – NAD and BC Standards

Key for “Province”:

Bold type – Big Ideas

Regular type – BC curricular competencies

Italicized type: Content

Topics	Gr	North American Division	Province
Reading Foundations	3	<p><i>Phonics and Word Recognition:</i> 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)</p>	<p>BI: Using language in creative and playful ways helps us understand how language works. Read fluently at grade level. Use sources of information and prior knowledge to make meaning. <i>(reading strategies, word patterns, word families)</i></p>
		<p><i>Fluency:</i> 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)</p>	<p>BI: Language and story can be a source of creativity and joy. BI: Stories and other texts help us learn about ourselves, our families, and our communities. Read fluently at grade level. Recognize how different texts reflect different purposes. <i>(reading strategies, oral language strategies, metacognitive strategies)</i></p>
		<p><i>Fluency, cont:</i> LA.3.RF.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.3.4c)</p>	<p>BI: Using language in creative and playful ways helps us understand how language works. Read fluently at grade level. Use sources of information and prior knowledge to make meaning. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. <i>(reading strategies, metacognitive strategies)</i></p>
		<p><i>Fluency, cont:</i> LA.3.RF.4 Use silent reading strategies</p>	<p>BI: Language and story can be a source of creativity and joy. BI: Stories and other texts help us learn about ourselves, our families, and our communities. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. <i>(reading strategies)</i></p>
Reading Literature	3	<p><i>Key Ideas and Details:</i> LA.3.RL.1 Ask and answer questions, referring explicitly to the text, to demonstrate understanding (RL.3.1)</p>	<p>BI: Curiosity and wonder lead us to new discoveries about ourselves and the world around us. Use sources of information and prior knowledge to make meaning. Recognize how different text structures reflect different purposes. Engage actively as listeners, viewers, and readers to develop understanding of self, identity, and community. <i>(text features, elements of story, reading strategies, metacognitive strategies, elements of story)</i></p>
		<p><i>Key Ideas and Details, cont:</i> LA.3.RL.2 Retell stories from diverse cultures and explain how the main idea(s) or lesson(s) is(are) conveyed through key details (RL.3.2)</p>	<p>BI: Stories can be understood from different perspectives. BI: Stories and other texts help us learn about ourselves, our families, and our communities. Show awareness of how story in First Peoples cultures connects people to family and community. Recognize the structure and elements of story. Explore oral storytelling processes. <i>(elements of story, text features, oral language strategies)</i></p>
		<p><i>Key Ideas and Details, cont:</i></p>	<p>BI: Stories can be understood from different perspectives.</p>

	<p>LA.3.RL.3 Describe characters (e.g., traits, feelings, motivations) and explain their roles in the sequence of events (RL.3.3)</p>	<p>Recognize the structure and elements of story. Explain the role that story plays in personal, family, and community identity. Use personal experience and knowledge to connect to stories and other texts to make meaning. <i>(elements of story, metacognitive strategies, reading strategies)</i></p>
<p><i>Craft and Structure:</i> LA.3.RL.4 Determine the meaning of words and phrases in context, distinguishing literal from nonliteral language (RL.3.4)</p>	<p>BI: using language in creative and playful ways helps us understand how language works. Recognize the structure and elements of story. Recognize how different texts reflect different purposes. <i>(literary elements and devices, text features, metacognitive strategies)</i></p>	
<p><i>Craft and Structure, cont:</i> 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)</p>	<p>BI: Using language in creative and playful ways helps us understand how language works. Use sources of information and prior knowledge to make meaning. Recognize the structure and elements of story. <i>(elements of story, reading strategies, oral language strategies)</i></p>	
<p><i>Craft and Structure, cont:</i> LA.3.RL.6 Distinguish personal point of view from that of the narrator or characters (RL.3.6)</p>	<p>BI: Using language in creative and playful ways helps us understand how language works. BI: Stories can be understood from different perspectives. Recognize the structure and elements of story. Use personal experience and knowledge to connect to stories and other texts to make meaning. <i>(elements of story, literary elements and devices, reading strategies)</i></p>	
<p><i>Integration of Knowledge and Ideas:</i> LA.3.RL.7 Explain how illustrations relate to the text of the story (RL.3.7)</p>	<p>BI: Curiosity and wonder lead us to new discoveries about ourselves and the world around us. Use sources of information and prior knowledge to make meaning. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. <i>(elements of story, literary elements and devices, reading strategies, metacognitive strategies)</i></p>	
<p><i>Integration of Knowledge and Ideas, cont:</i> LA.3.RL.8 Compare and contrast the themes, settings, plots, and characters of stories written by the same author (RL.3.9)</p>	<p>BI: Stories can be understood from different perspectives. BI: Curiosity and wonder lead us to new discoveries about ourselves and the world around us. Use personal experience and knowledge to connect to text and make meaning. Make connections between ideas from a variety of sources and prior knowledge to build understanding. Recognize how different texts reflect different purposes. <i>(elements of story, functions and genres of stories and other texts, literary elements and devices)</i></p>	
<p><i>Integration of Knowledge and Ideas, cont:</i> LA.3.RL.9 Make connections between a text and personal life experiences and other texts</p>	<p>BI: Stories and other texts help us learn about ourselves, our families, and our communities. BI: Curiosity and wonder lead us to new discoveries about ourselves and the world around us. Use personal experience and knowledge to connect to text and make meaning.</p>	

			<p>Engage actively as listeners, viewers, and readers to develop understanding of self, identity, and community.</p> <p>Show awareness of how story in First Peoples cultures connects people to family, community, and land.</p> <p><i>(metacognitive strategies, reading strategies, text features)</i></p>
		<p><i>Integration of Knowledge and Ideas, cont:</i> LA.3.RL.10 Make connections between a text and personal life experiences</p>	<p>BI: Stories and other texts help us learn about ourselves, our families, and our communities.</p> <p>BI: Curiosity and wonder lead us to new discoveries about ourselves and the world around us.</p> <p>Use personal experience and knowledge to connect to text and make meaning.</p> <p>Engage actively as listeners, viewers, and readers to develop understanding of self, identity, and community.</p> <p>Show awareness of how story in First Peoples cultures connects people to family, community, and land.</p> <p><i>(metacognitive strategies, reading strategies, text features)</i></p>
		<p><i>Range of Reading/Text Complexity:</i> LA.3.RL.11 Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently (RL.3.10)</p>	<p>BI: Language and story can be a source of creativity and joy.</p> <p>BI: Stories can be understood from different perspectives.</p> <p>Read fluently at grade level.</p> <p>Use sources of information and prior knowledge to make meaning.</p> <p>Recognize how different texts reflect different purposes.</p> <p><i>(reading strategies, metacognitive strategies, functions and genres of stories and other texts, literary elements and devices)</i></p>
		<p><i>Range of Reading/Text Complexity, cont:</i> LA.3.RL.12 Self-monitor reading strategies and make modifications as needed</p>	<p>BI: Using language in creative and playful ways helps us understand how language works.</p> <p>Use personal experience and knowledge to connect to text and make meaning.</p> <p>Use developmentally appropriate reading, listening, and viewing strategies to make meaning.</p> <p><i>(reading strategies, metacognitive strategies)</i></p>
		<p><i>Range of Reading/Text Complexity, cont:</i> LA.3.RL.13 Read literature for pleasure, personal growth, and spiritual development</p>	<p>BI: Language and story can be a source of creativity and joy.</p> <p>Explain the role that story plays in personal, family, and community identity.</p> <p>Use personal experience and knowledge to connect to text and make meaning.</p> <p>Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identify, and community.</p> <p><i>(reading strategies, metacognitive strategies, elements of story)</i></p>
Reading Informational Texts	3	<p><i>Key Ideas and Details:</i> LA.3. RI.1 Ask and answer questions, referring explicitly to the text, to demonstrate understanding (RI.3.1)</p>	<p>BI: Curiosity and wonder lead us to new discoveries about ourselves and the world around us.</p> <p>Engage actively as listeners, viewers, and readers to develop understanding of self, identity, and community.</p>

		Use sources of information and prior knowledge to make meaning. <i>(elements of story, reading strategies, metacognitive strategies)</i>
	<i>Key Ideas and Details, cont:</i> LA.3. RI.2 Determine the main idea and key details; explain how key details support the main idea (RI.3.2)	BI: Using language in creative and playful ways helps us understand how language works. Use sources of information and prior knowledge to make meaning. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. Recognize the structure and elements of story. <i>(elements of story, reading strategies, metacognitive strategies)</i>
	<i>Key Ideas and Details, cont:</i> 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)	BI: Using language in creative and playful ways helps us understand how language works. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. Use sources of information and prior knowledge to make meaning. <i>(reading strategies, metacognitive strategies, literary elements and devices)</i>
	<i>Craft and Structure:</i> LA.3. RI.4 Determine the meaning of content-specific words and phrases in context (RI.3.4)	BI: Using language in creative and playful ways helps us understand how language works. Use sources of information and prior knowledge to make meaning. <i>(word patterns & word families, reading strategies)</i>
	<i>Craft and Structure, cont:</i> LA.3. RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information (RI.3.5)	BI: Using language in creative and playful ways helps us understand how language works. Read fluently at grade level. Uses sources of information and prior knowledge to make meaning. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. <i>(text features, reading strategies)</i>
	<i>Craft and Structure, cont:</i> LA.3. RI.6 Distinguish personal point of view from that of the author (RI.3.6)	BI: Stories can be understood from different perspectives. Use personal experience and knowledge to connect to text and make meaning. Engage actively as listeners, viewers, and readers to develop understanding of self, identity, and community. <i>(elements of story, reading strategies, metacognitive strategies)</i>
	<i>Integration of Knowledge and Ideas:</i> LA.3. RI.7 Use information from illustrations and the words in a text to demonstrate understanding (RI.3.7)	BI: Language and story can be a source of creativity and joy. Use sources of information and prior knowledge to make meaning. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. <i>(text features, reading strategies)</i>
	<i>Integration of Knowledge and Ideas, cont:</i> LA.3. RI.8 Describe the connection between sentences and paragraphs in a text (e.g., comparison, cause/effect, sequence) (RI.3.8)	BI: Using language in creative and playful ways helps us understand how language works. Make connections between ideas from a variety of sources and prior knowledge to build understanding. Recognize the structure and elements of story. <i>(text features, reading strategies, metacognitive strategies)</i>

		<p><i>Integration of Knowledge and Ideas, cont:</i> LA.3. RI.9 Compare and contrast the key ideas and details presented in two texts on the same topic (RI.3.9)</p>	<p>BI: Stories can be understood from different perspectives. Use sources of information and prior knowledge to make meaning. Exchange ideas and perspectives to build shared understanding. <i>(text features, reading strategies, metacognitive strategies)</i></p>
		<p><i>Integration of Knowledge and Ideas, cont:</i> LA.3. RI.10 Select informational text that affirms the teachings in God’s Word</p>	<p>BI: Stories and other texts help us learn about ourselves, our families, and our communities. Use sources of information and prior knowledge to make meaning. Engage actively as listeners, viewers, and readers to develop understanding of self, identity, and community. <i>(literary elements and devices, reading strategies, metacognitive strategies)</i></p>
		<p><i>Range of Reading/Text Complexity:</i> 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)</p>	<p>BI: Stories and other texts help us learn about ourselves, our families, and our communities. Use sources of information and prior knowledge to make meaning. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. <i>(literary elements and devices, reading strategies, metacognitive strategies)</i></p>
		<p><i>Range of Reading/Text Complexity, cont:</i> LA.3. RI.12 Self-monitor reading strategies and make modifications as needed</p>	<p>BI: Using language in creative and playful ways helps us understand how language works. Read fluently at grade level. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. Engage actively as listeners, viewers, and readers to develop understanding of self, identity, and community. <i>(reading strategies, metacognitive strategies)</i></p>
		<p><i>Range of Reading/Text Complexity, cont:</i> LA.3. RI.13 Read informational texts for personal growth and spiritual development</p>	<p>BI: Stories and other texts help us learn about ourselves, our families, and our communities. Use sources of information and prior knowledge to make meaning. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. <i>(literary elements and devices, reading strategies, metacognitive strategies)</i></p>
Writing	3	<p><i>Text Types and Purposes:</i> 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)</p>	<p>BI: Using language in creative and playful ways helps us understand how language works. Create stories and other texts to deepen awareness of self, family, and community. Develop and apply expanding word knowledge. Exchange ideas and perspectives to build shared understanding. <i>(writing processes, elements of story, sentence structure, conventions)</i></p>
		<p><i>Text Types and Purposes, cont:</i> 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)</p>	<p>BI: Using language in creative and playful ways helps us understand how language works. Create stories and other texts to deepen awareness of self, family, and community. Develop and apply expanding word knowledge. Exchange ideas and perspectives to build shared understanding.</p>

		<i>(writing processes, elements of story, sentence structure, conventions)</i>
	<p><i>Text Types and Purposes, cont:</i> 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)</p>	<p>BI: Using language in creative and playful ways helps us understand how language works. Create stories and other texts to deepen awareness of self, family, and community. Develop and apply expanding word knowledge. Exchange ideas and perspectives to build shared understanding. <i>(writing processes, elements of story, sentence structure, conventions)</i></p>
	<p><i>Text Types and Purposes, cont:</i> LA.3.W.4 Produce writing that honors God and affirms the principles in His Word</p>	<p>BI: Using language in creative and playful ways helps us understand how language works. Create stories and other texts to deepen awareness of self, family, and community. Develop and apply expanding word knowledge. Exchange ideas and perspectives to build shared understanding. <i>(writing processes, elements of story, sentence structure, conventions)</i></p>
	<p><i>Production and Distribution of Writing:</i> LA.3.W.5 With support, produce writing in which the development and organization are appropriate to task and purpose (W.3.4)</p>	<p>BI: Using language in creative and playful ways helps us understand how language works. Create stories and other texts to deepen awareness of self, family, and community. Plan and create a variety of communication forms for different purposes and audiences. <i>(writing processes, elements of story, sentence structure, conventions)</i></p>
	<p><i>Production and Distribution of Writing, cont:</i> LA.3.W.6 With adult and peer support, develop and strengthen writing by planning, revising, and editing (W.3.5)</p>	<p>BI: Using language in creative and playful ways helps us understand how language works. Plan and create a variety of communication forms for different purposes and audiences. Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation. <i>(writing processes, elements of story, sentence structure, conventions)</i></p>
	<p><i>Production and Distribution of Writing, cont:</i> 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)</p>	<p>BI: Using language in creative and playful ways helps us understand how language works. Create stories and other texts to deepen awareness of self, family, and community. Plan and create a variety of communication forms for different purposes and audiences. <i>(writing processes, elements of story, sentence structure, conventions)</i></p>
	<p><i>Production and Distribution of Writing, cont:</i> LA.3.W.8 Apply common conventions of handwriting (e.g., margins, headings, legible manuscript and cursive writing) and decipher cursive writing</p>	<p>BI: Using language in creative and playful ways helps us understand how language works. Plan and create a variety of communication forms for different purposes and audiences. <i>(writing processes, legible handwriting, conventions)</i></p>
	<p><i>Research to Build and Present Knowledge:</i> LA.3.W.9 Conduct short research projects that build knowledge about a topic (W.3.7)</p>	<p>BI: Curiosity and wonder lead us to new discoveries about ourselves and the world around us. Exchange ideas and perspectives to build shared understanding. Use sources of information and prior knowledge to make meaning. <i>(writing processes, functions and genres of stories and other texts, conventions)</i></p>

		<p><i>Research to Build and Present Knowledge, cont:</i> 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)</p>	<p>BI: Curiosity and wonder lead us to new discoveries about ourselves and the world around us. Use sources of information and prior knowledge to make meaning. Make connections between ideas from a variety of sources and prior knowledge to build understanding. <i>(writing processes, reading strategies, functions and genres of stories and other texts, conventions)</i></p>
		<p><i>Range of Writing:</i> 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)</p>	<p>BI: Using language in creative and playful ways helps us understand how language works. Plan and create a variety of communication forms for different purposes and audiences. Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation. <i>(writing processes, legible handwriting, conventions)</i></p>
Speaking and Listening	3	<p><i>Comprehension and Collaboration:</i> 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)</p>	<p>BI: Using language in creative and playful ways helps us understand how language works. Exchange ideas and perspectives to build shared understanding. Plan and create a variety of communication forms for different purposes and audiences. <i>(oral language strategies, metacognitive strategies, features of oral language)</i></p>
		<p><i>Comprehension and Collaboration, cont:</i> 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)</p>	<p>BI: Stories can be understood from different perspectives. BI: Using language in creative and playful ways helps us understand how language works. Use sources of information and prior knowledge to make meaning. Recognize the structure and elements of story. Exchange ideas and perspectives to build shared understanding. <i>(oral language strategies, features of oral language)</i></p>
		<p><i>Comprehension and Collaboration, cont:</i> LA.3.SL.3 Ask and answer questions about information from a speaker (SL.3.3)</p>	<p>BI: Using language in creative and playful ways helps us understand how language works. BI: Curiosity and wonder lead us to new discoveries about ourselves and the world around us. Exchange ideas and perspectives to build shared understanding. Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community. Use sources of information and prior knowledge to make meaning. <i>(features of oral language, oral language strategies, metacognitive strategies)</i></p>
		<p><i>Presentation of Knowledge and Ideas:</i> 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)</p>	<p>BI: Using language in creative and playful ways helps us understand how language works. BI: Language and story can be a source of creativity and joy. Use oral storytelling processes. Use personal experience and knowledge to connect to text and make meaning. <i>(features of oral language, oral language strategies, elements of story)</i></p>
		<p><i>Presentation of Knowledge and Ideas, cont:</i></p>	<p>BI: Using language in creative and playful ways helps us understand how language works.</p>

		<p>LA.3.SL.5 Create digital recordings (e.g., stories, poems) that demonstrate fluency, with visuals when appropriate to clarify meaning (SL.3.5)</p>	<p>Use oral storytelling processes. Create stories and other texts to deepen awareness of self, family, and community. Plan and create a variety of communication forms for different purposes and audiences. <i>(oral language strategies, features of oral language, elements of story)</i></p>
		<p><i>Presentation of Knowledge and Ideas, cont:</i> LA.3.SL.6 Speak in complete sentences when appropriate to task and situation (SL.3.6)</p>	<p>BI: Using language in creative and playful ways helps us understand how language works. Use oral storytelling processes. Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation. <i>(features of oral language, sentence structure, conventions)</i></p>
		<p><i>Presentation of Knowledge and Ideas, cont:</i> LA.3.SL.7 Demonstrate reverence to God when speaking and listening</p>	<p>BI: Using language in creative and playful ways helps us understand how language works. Exchange ideas and perspectives to build shared understanding. Engage actively as listeners, viewers, and readers to develop understanding of self, identity, and community. <i>(metacognitive strategies, oral language strategies)</i></p>
Language	3	<p><i>Conventions of Standard English:</i> 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)</p>	<p>BI: Using language in creative and playful ways helps us understand how language works. Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation. Develop and apply expanding work knowledge. Use sources of information and prior knowledge to make meaning. <i>(sentence structure, conventions, word patterns & word families, metacognitive strategies)</i></p>
		<p><i>Conventions of Standard English, cont:</i> 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 generalizations (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)</p>	<p>BI: Using language in creative and playful ways helps us understand how language works. Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation. Develop and apply expanding work knowledge. Use sources of information and prior knowledge to make meaning. <i>(sentence structure, conventions, word patterns & word families, metacognitive strategies)</i></p>
		<p><i>Knowledge of Language:</i> 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)</p>	<p>BI: Using language in creative and playful ways helps us understand how language works. Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation. Develop and apply expanding work knowledge. Use sources of information and prior knowledge to make meaning.</p>

		<i>(sentence structure, conventions, word patterns & word families, metacognitive strategies, features of oral language)</i>
	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)	BI: Using language in creative and playful ways helps us understand how language works. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. Develop and apply expanding word knowledge. <i>(reading strategies, metacognitive strategies, sentence structure)</i>
	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)	BI: Using language in creative and playful ways helps us understand how language works. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. Develop and apply expanding word knowledge. <i>(reading strategies, metacognitive strategies, sentence structure, literary elements and devices)</i>
	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)	BI: Using language in creative and playful ways helps us understand how language works. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. Develop and apply expanding word knowledge. <i>(reading strategies, metacognitive strategies, sentence structure, literary elements and devices)</i>