Adventures in Writing

Benjamin Franklin's Lightning Rod

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**
GOAL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.
GOAL	RI.3.2.	Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		**Craft and Structure**
GOAL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		**Integration of Knowledge and Ideas**
GOAL	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., where, when, why, and how key events occur).
GOAL	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).

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		**Range of Reading and Level of Text Complexity**
GOAL	RI.3.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2.a.	Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, details, and explanations that support the focus.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)
GOAL	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 and to locate information about topics.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.3.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.3.1.a.	After learning a protocol (e.g., Socratic method), 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.
INDICATOR	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).
INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	**Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	**Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	AK.L.3.	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.3.1.h.	Use coordinating and subordinating conjunctions.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.3.4.a.	Use a sentence-level context as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use

GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Dolphins

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.
GOAL	RI.3.2.	Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	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., where, when, why, and how key events occur).
GOAL	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).

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.3.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	RF.3.3.b.	Decode words with common Latin suffixes.

PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2.a.	Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, details, and explanations that support the focus.
INDICATOR	W.3.2.d.	Provide a concluding statement or section that paraphrases the focus of the text.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)

GOAL	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 and to locate information about topics.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	**Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		**Range of Writing**

GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	**Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	**SL.3.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**

INDICATOR	SL.3.1.a.	After learning a protocol (e.g., Socratic method), 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.

INDICATOR	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).

INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATOR	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	**Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**

GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	**Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		**Presentation of Knowledge and Ideas**

GOAL	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.

GOAL	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 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.3.4.a.	Use a sentence-level context as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	**L.3.5.**	**Demonstrate understanding of word relationships and nuances in word meanings.**
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Hagia Sophia

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.
GOAL	RI.3.2.	Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	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., where, when, why, and how key events occur).
GOAL	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).

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.3.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	RF.3.3.b.	Decode words with common Latin suffixes.

PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2.a.	Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, details, and explanations that support the focus.
INDICATOR	W.3.2.d.	Provide a concluding statement or section that paraphrases the focus of the text.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		**Production and Distribution of Writing**
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)
GOAL	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 and to locate information about topics.
PERFORMANCE / CONTENT STANDARD	**AK.W.3.**	**Writing Standards**
GRADE LEVEL EXPECTATION / STRAND		**Range of Writing**
GOAL	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.
PERFORMANCE / CONTENT STANDARD	**AK.SL.3.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	**SL.3.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.3.1.a.	After learning a protocol (e.g., Socratic method), 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.
INDICATOR	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).
INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	**AK.SL.3.**	**Speaking and Listening Standards**
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
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INDICATOR	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

AK.L.3.	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	**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.**

INDICATOR	L.3.4.a.	Use a sentence-level context as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD | AK.L.3. | **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	**L.3.5.**	**Demonstrate understanding of word relationships and nuances in word meanings.**

INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

PERFORMANCE / CONTENT STANDARD | AK.L.3. | **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**

GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Hannibal's War

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD | AK.RI.3. | **Reading Standards for Informational Text**

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GOAL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.
GOAL	RI.3.2.	Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.

PERFORMANCE / CONTENT STANDARD | AK.RI.3. | **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		**Craft and Structure**

GOAL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

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PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
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PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

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GOAL	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.3.2.a.	Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, details, and explanations that support the focus.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)
GOAL	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 and to locate information about topics.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1.a.	After learning a protocol (e.g., Socratic method), 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.
INDICATOR	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).
INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.3.4.a.	Use a sentence-level context as a clue to the meaning of a word or phrase.

AK.L.3. **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

PERFORMANCE / CONTENT STANDARD **AK.L.3.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD **AK.RI.3.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.
GOAL	RI.3.2.	Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.

PERFORMANCE / CONTENT STANDARD **AK.RI.3.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	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., where, when, why, and how key events occur).
GOAL	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).

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.3.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2.a.	Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, details, and explanations that support the focus.
INDICATOR	W.3.2.d.	Provide a concluding statement or section that paraphrases the focus of the text.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)
GOAL	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 and to locate information about topics.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1.a.	After learning a protocol (e.g., Socratic method), 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.
INDICATOR	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).
INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.b.	Use commas in addresses.
INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.3.4.a.	Use a sentence-level context as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Leif Eriksson

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.
GOAL	RI.3.2.	Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure

GOAL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	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., where, when, why, and how key events occur).
GOAL	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).

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.3.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.3.2.a.	Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, details, and explanations that support the focus.
INDICATOR	W.3.2.d.	Provide a concluding statement or section that paraphrases the focus of the text.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)
GOAL	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 and to locate information about topics.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	**SL.3.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.3.1.a.	After learning a protocol (e.g., Socratic method), 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.
INDICATOR	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).
INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration

GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.
INDICATOR	L.3.1.f.	Ensure subject-verb and pronoun-antecedent agreement.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language

GOAL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.3.3.a.	Choose words and phrases for effect.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

INDICATOR	L.3.4.a.	Use a sentence-level context as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use

GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Magnets

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details

GOAL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.

GOAL	RI.3.2.	Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	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., where, when, why, and how key events occur).
GOAL	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).

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.3.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.

GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2.a.	Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, details, and explanations that support the focus.

INDICATOR	W.3.2.d.	Provide a concluding statement or section that paraphrases the focus of the text.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		**Production and Distribution of Writing**
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)
GOAL	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 and to locate information about topics.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		**Range of Writing**
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	**SL.3.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.3.1.a.	After learning a protocol (e.g., Socratic method), 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.
INDICATOR	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).
INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**

GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas

GOAL	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.

GOAL	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 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.

INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.

INDICATOR	L.3.1.f.	Ensure subject-verb and pronoun-antecedent agreement.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.

INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

INDICATOR	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language

GOAL	L.3.3.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

INDICATOR	L.3.3.a.	Choose words and phrases for effect.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	**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.**

INDICATOR	L.3.4.a.	Use a sentence-level context as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	**L.3.5.**	**Demonstrate understanding of word relationships and nuances in word meanings.**

INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

PERFORMANCE / CONTENT STANDARD	AK.L.3.	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Mayflower, Part 1

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	**Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**
GOAL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.
GOAL	RI.3.2.	Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	**Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	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., where, when, why, and how key events occur).
GOAL	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).
GOAL	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.3.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)

GOAL	W.3.5.	With guidance and support from peers and 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.)

PERFORMANCE / CONTENT STANDARD	**AK.W.3.**	**Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		**Research to Build and Present Knowledge**

GOAL	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.

PERFORMANCE / CONTENT STANDARD	**AK.W.3.**	**Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		**Range of Writing**

GOAL	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.

PERFORMANCE / CONTENT STANDARD	**AK.SL.3.**	**Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	**SL.3.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**

INDICATOR	SL.3.1.a.	After learning a protocol (e.g., Socratic method), 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.

INDICATOR	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).

INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATOR	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

PERFORMANCE / CONTENT STANDARD	**AK.SL.3.**	**Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**

GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.3.4.a.	Use a sentence-level context as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Mayflower, Part 2

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2.a.	Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, details, and explanations that support the focus.
INDICATOR	W.3.2.d.	Provide a concluding statement or section that paraphrases the focus of the text.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)
GOAL	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 and to locate information about topics.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing

GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.
INDICATOR	L.3.1.f.	Ensure subject-verb and pronoun-antecedent agreement.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Knowledge of Language**
GOAL	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

My Friend, Part 1

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	**Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.3.2.a.	Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	**SL.3.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.3.1.a.	After learning a protocol (e.g., Socratic method), 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.
INDICATOR	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).

INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

PERFORMANCE / CONTENT STANDARD	**AK.SL.3.**	**Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		**Presentation of Knowledge and Ideas**
GOAL	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.
GOAL	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 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	**AK.L.3.**	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Knowledge of Language**
GOAL	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

PERFORMANCE / CONTENT STANDARD	**AK.L.3.**	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

My Friend, Part 2

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	**AK.W.3.**	**Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		**Text Types and Purposes**
GOAL	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.3.2.a.	Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.

INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, details, and explanations that support the focus.
INDICATOR	W.3.2.d.	Provide a concluding statement or section that paraphrases the focus of the text.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)
GOAL	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 and to locate information about topics.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.

INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.3.3.a.	Choose words and phrases for effect.

My House, Part 1

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	W.3.2.a.	Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1.a.	After learning a protocol (e.g., Socratic method), 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.
INDICATOR	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).
INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

My House, Part 2

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.3.2.a.	Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, details, and explanations that support the focus.
INDICATOR	W.3.2.d.	Provide a concluding statement or section that paraphrases the focus of the text.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)
GOAL	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 and to locate information about topics.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing

GOAL	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.

PERFORMANCE / CONTENT STANDARD	**AK.L.3.**	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.

PERFORMANCE / CONTENT STANDARD	**AK.L.3.**	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

PERFORMANCE / CONTENT STANDARD	**AK.L.3.**	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Knowledge of Language**
GOAL	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

Nile River, Yangtze River

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	**AK.RI.3.**	**Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**

GOAL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.
GOAL	RI.3.2.	Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure

GOAL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas

GOAL	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., where, when, why, and how key events occur).
GOAL	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).

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity

GOAL	RI.3.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	RF.3.3.b.	Decode words with common Latin suffixes.

PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	W.3.5.	With guidance and support from peers and 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.)

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	**SL.3.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.3.1.a.	After learning a protocol (e.g., Socratic method), 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.
INDICATOR	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).
INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.3.4.a.	Use a sentence-level context as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Orchestra and Conductor

Alaska Content and Performance Standards
Language Arts

PERFORMANCE / CONTENT STANDARD	**AK.RI.3.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**
GOAL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.
GOAL	RI.3.2.	Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.

PERFORMANCE / CONTENT STANDARD	**AK.RI.3.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Craft and Structure**
GOAL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

PERFORMANCE / CONTENT STANDARD	**AK.RI.3.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Integration of Knowledge and Ideas**
GOAL	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., where, when, why, and how key events occur).
GOAL	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).

PERFORMANCE / CONTENT STANDARD	**AK.RI.3.**	**Reading Standards for Informational Text**
GRADE LEVEL EXPECTATION / STRAND		**Range of Reading and Level of Text Complexity**
GOAL	RI.3.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	**AK.RF.3.**	**Foundational Skills**
GRADE LEVEL EXPECTATION / STRAND		**Phonics and Word Recognition**
GOAL	**RF.3.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
INDICATOR	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.

| INDICATOR | RF.3.3.b. | Decode words with common Latin suffixes. |

| **PERFORMANCE / CONTENT STANDARD** | **AK.RF.3.** | **Foundational Skills** |

GRADE LEVEL EXPECTATION / STRAND		**Fluency**
GOAL	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**

| INDICATOR | RF.3.4.a. | Read on-level text with purpose and understanding. |

| INDICATOR | RF.3.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

| **PERFORMANCE / CONTENT STANDARD** | **AK.W.3.** | **Writing Standards** |

GRADE LEVEL EXPECTATION / STRAND		**Production and Distribution of Writing**
GOAL	W.3.5.	With guidance and support from peers and 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.)

| **PERFORMANCE / CONTENT STANDARD** | **AK.SL.3.** | **Speaking and Listening Standards** |

GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	**SL.3.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**

| INDICATOR | SL.3.1.a. | After learning a protocol (e.g., Socratic method), 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. |

| INDICATOR | 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). |

| INDICATOR | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |

| INDICATOR | SL.3.1.d. | Explain their own ideas and understanding in light of the discussion. |

| **PERFORMANCE / CONTENT STANDARD** | **AK.SL.3.** | **Speaking and Listening Standards** |

GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.3.4.a.	Use a sentence-level context as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**
GOAL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.
GOAL	RI.3.2.	Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		**Craft and Structure**
GOAL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		**Integration of Knowledge and Ideas**
GOAL	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., where, when, why, and how key events occur).
GOAL	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).
GOAL	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		**Range of Reading and Level of Text Complexity**
GOAL	RI.3.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		**Production and Distribution of Writing**
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		**Research to Build and Present Knowledge**
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		**Range of Writing**
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	**SL.3.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.3.1.a.	After learning a protocol (e.g., Socratic method), 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.

INDICATOR	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).
INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.3.3.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

INDICATOR	L.3.4.a.	Use a sentence-level context as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Roanoke, Part 2

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	W.3.2.a.	Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, details, and explanations that support the focus.
INDICATOR	W.3.2.d.	Provide a concluding statement or section that paraphrases the focus of the text.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)
GOAL	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 and to locate information about topics.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.3.3.a.	Choose words and phrases for effect.

Roman Colosseum

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.
GOAL	RI.3.2.	Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	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., where, when, why, and how key events occur).

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity

GOAL	RI.3.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.3.2.a.	Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, details, and explanations that support the focus.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)
GOAL	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 and to locate information about topics.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	**SL.3.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.3.1.a.	After learning a protocol (e.g., Socratic method), 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.
INDICATOR	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).
INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.3.4.a.	Use a sentence-level context as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Roman Hoplite, American Quarter Horse

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**
GOAL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.
GOAL	RI.3.2.	Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		**Craft and Structure**
GOAL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		**Integration of Knowledge and Ideas**
GOAL	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., where, when, why, and how key events occur).
GOAL	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).

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		**Range of Reading and Level of Text Complexity**
GOAL	RI.3.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		**Fluency**
GOAL	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.

INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	**AK.W.3.**	**Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		**Production and Distribution of Writing**

GOAL	W.3.5.	With guidance and support from peers and 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.)

PERFORMANCE / CONTENT STANDARD	**AK.SL.3.**	**Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	**SL.3.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**

INDICATOR	SL.3.1.a.	After learning a protocol (e.g., Socratic method), 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.

INDICATOR	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).

INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATOR	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

PERFORMANCE / CONTENT STANDARD	**AK.SL.3.**	**Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**

GOAL	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.

PERFORMANCE / CONTENT STANDARD	**AK.SL.3.**	**Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		**Presentation of Knowledge and Ideas**

GOAL	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.

GOAL	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 for specific expectations.)

AK.L.3. **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.

PERFORMANCE / CONTENT STANDARD **AK.L.3.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	**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.**
INDICATOR	L.3.4.a.	Use a sentence-level context as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD **AK.L.3.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	**L.3.5.**	**Demonstrate understanding of word relationships and nuances in word meanings.**
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

PERFORMANCE / CONTENT STANDARD **AK.L.3.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Vocabulary Acquisition and Use**
GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Rooster, Part 1

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD **AK.RI.3.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**

GOAL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.
GOAL	RI.3.2.	Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		**Craft and Structure**
GOAL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		**Integration of Knowledge and Ideas**
GOAL	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., where, when, why, and how key events occur).
GOAL	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).

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		**Range of Reading and Level of Text Complexity**
GOAL	RI.3.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.3.4.	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1.a.	After learning a protocol (e.g., Socratic method), 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.
INDICATOR	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).
INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.3.3.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.**
INDICATOR	L.3.4.a.	Use a sentence-level context as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.5.	**Demonstrate understanding of word relationships and nuances in word meanings.**
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2.a.	Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, details, and explanations that support the focus.
INDICATOR	W.3.2.d.	Provide a concluding statement or section that paraphrases the focus of the text.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)
GOAL	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 and to locate information about topics.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing

GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Knowledge of Language**
GOAL	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

The Fox and the Crow, Part 1

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.3.	**Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		**Key Ideas and Details**

GOAL	RL.3.1.	Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.
GOAL	RL.3.2.	Determine the author's purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.
GOAL	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 (e.g., creating or solving a problem).

PERFORMANCE / CONTENT STANDARD	AK.RL.3.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		**Craft and Structure**
GOAL	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales).
GOAL	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.

PERFORMANCE / CONTENT STANDARD	AK.RL.3.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		**Integration of Knowledge and Ideas**
GOAL	RL.3.7.	Explain how specific aspects of 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).

PERFORMANCE / CONTENT STANDARD	AK.RL.3.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		**Range of Reading and Level of Complexity**
GOAL	RL.3.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		**Fluency**
GOAL	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	**W.3.3.**	**Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology).**

INDICATOR	W.3.3.a.	Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.3.3.b.	Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	**SL.3.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.**

INDICATOR	SL.3.1.a.	After learning a protocol (e.g., Socratic method), 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.
INDICATOR	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).

INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.3.4.a.	Use a sentence-level context as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.5.	**Demonstrate understanding of word relationships and nuances in word meanings.**

INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

The Fox and the Crow, Part 2

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD   **AK.RL.3.**   **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.3.1.	Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.
GOAL	RL.3.2.	Determine the author's purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.

PERFORMANCE / CONTENT STANDARD   **AK.W.3.**   **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.3.3.	**Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology).**

INDICATOR	W.3.3.a.	Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.3.3.b.	Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems.

PERFORMANCE / CONTENT STANDARD   **AK.W.3.**   **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)
GOAL	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 and to locate information about topics.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.

INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

INDICATOR	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

INDICATOR	L.3.3.a.	Choose words and phrases for effect.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use

GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

The Theft of Thor's Hammer, Part 1

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.3.	Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details

GOAL	RL.3.1.	Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.

GOAL	RL.3.2.	Determine the author's purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.

GOAL	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 (e.g., creating or solving a problem).

PERFORMANCE / CONTENT STANDARD	AK.RL.3.	Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure

GOAL	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales).
GOAL	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.

PERFORMANCE / CONTENT STANDARD	AK.RL.3.	Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RL.3.7.	Explain how specific aspects of 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).

PERFORMANCE / CONTENT STANDARD	AK.RL.3.	Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
GOAL	RL.3.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	RF.3.3.b.	Decode words with common Latin suffixes.

PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes

GOAL	W.3.3.	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology).
INDICATOR	W.3.3.a.	Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.3.3.b.	Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		**Production and Distribution of Writing**
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		**Range of Writing**
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		**Comprehension and Collaboration**
GOAL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	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).
INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.3.4.a.	Use a sentence-level context as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

The Theft of Thor's Hammer, Part 2

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RL.3.	Reading Standards for Literature

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RL.3.1.	Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.
GOAL	RL.3.2.	Determine the author's purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.

PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	RF.3.3.b.	Decode words with common Latin suffixes.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.3.3.	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology).

INDICATOR	W.3.3.a.	Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.3.3.b.	Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems.

PERFORMANCE / CONTENT STANDARD	**AK.W.3.**	**Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		**Production and Distribution of Writing**
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)
GOAL	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 and to locate information about topics.

PERFORMANCE / CONTENT STANDARD	**AK.W.3.**	**Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		**Range of Writing**
GOAL	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.

PERFORMANCE / CONTENT STANDARD	**AK.SL.3.**	**Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		**Presentation of Knowledge and Ideas**
GOAL	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.
GOAL	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 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	**AK.L.3.**	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.
INDICATOR	L.3.1.f.	Ensure subject-verb and pronoun-antecedent agreement.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Tornadoes

Alaska Content and Performance Standards

Language Arts

Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.
GOAL	RI.3.2.	Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	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., where, when, why, and how key events occur).
GOAL	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).

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.3.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	RF.3.3.b.	Decode words with common Latin suffixes.

PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, details, and explanations that support the focus.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)
GOAL	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 and to locate information about topics.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration

GOAL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	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).
INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.

INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.3.3.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

INDICATOR	L.3.3.a.	Choose words and phrases for effect.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.**

INDICATOR	L.3.4.a.	Use a sentence-level context as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.5.	**Demonstrate understanding of word relationships and nuances in word meanings.**

INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Alaska Content and Performance Standards

Language Arts

Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.
GOAL	RI.3.2.	Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.

PERFORMANCE / CONTENT STANDARD	**AK.RI.3.**	**Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

PERFORMANCE / CONTENT STANDARD	**AK.RI.3.**	**Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	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., where, when, why, and how key events occur).
GOAL	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).

PERFORMANCE / CONTENT STANDARD	**AK.RI.3.**	**Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.3.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	**AK.RF.3.**	**Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	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).
INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.SL.3.	Speaking and Listening Standards

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.3.4.a.	Use a sentence-level context as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Treasure Map, Part 2

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2.a.	Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, details, and explanations that support the focus.
INDICATOR	W.3.2.d.	Provide a concluding statement or section that paraphrases the focus of the text.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)
GOAL	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 and to locate information about topics.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.
INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

William Penn, Part 1

Alaska Content and Performance Standards

Language Arts

Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.
GOAL	RI.3.2.	Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	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., where, when, why, and how key events occur).
GOAL	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).
GOAL	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.

PERFORMANCE / CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.3.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	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).
INDICATOR	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 for specific expectations.)

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.
INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.3.3.a.	Choose words and phrases for effect.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.3.4.a.	Use a sentence-level context as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

PERFORMANCE / CONTENT STANDARD	AK.L.3.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use

GOAL	L.3.6.	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

William Penn, Part 2

Alaska Content and Performance Standards
Language Arts
Grade **3** - Adopted: **2012**

PERFORMANCE / CONTENT STANDARD	AK.RF.3.	Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Phonics and Word Recognition
GOAL	**RF.3.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**

INDICATOR	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.

INDICATOR	RF.3.3.b.	Decode words with common Latin suffixes.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

INDICATOR	W.3.2.a.	Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.
INDICATOR	W.3.2.b.	Develop the topic with facts, definitions, details, and explanations that support the focus.
INDICATOR	W.3.2.d.	Provide a concluding statement or section that paraphrases the focus of the text.

PERFORMANCE / CONTENT STANDARD	AK.W.3.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	W.3.5.	With guidance and support from peers and 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.)

GOAL	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 and to locate information about topics.

PERFORMANCE / CONTENT STANDARD	**AK.W.3.**	**Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		**Range of Writing**

GOAL	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.

PERFORMANCE / CONTENT STANDARD	**AK.L.3.**	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.3.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

INDICATOR	L.3.1.a.	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.

INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.

PERFORMANCE / CONTENT STANDARD	**AK.L.3.**	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Conventions of Standard English**
GOAL	**L.3.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.3.2.a.	Capitalize appropriate words in titles.

INDICATOR	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

INDICATOR	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

PERFORMANCE / CONTENT STANDARD	**AK.L.3.**	**Language Standards**

GRADE LEVEL EXPECTATION / STRAND		**Knowledge of Language**
GOAL	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

INDICATOR   L.3.3.a.   Choose words and phrases for effect.