Main Criteria: Adventures in Writing

Secondary Criteria: Alaska Content and Performance Standards

Subject: Language Arts Grade: 3

Adventures in Writing

Benjamin Franklin's Lightning Rod

Alaska Content and Performance Standards Language Arts

Grade 3 - Adopted: 2012

PERFORMANCE AK.RI.3. Reading Standards for Informational Text

/ CONTENT STANDARD	AK.RI.3.	Reading Standards for Informational Lext
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

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.

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

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.
DEDECORMANCE	AK W 3	Writing Standards

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

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 AK.W.3. Writing Standards / CONTENT STANDARD

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 AK.W.3. Writing Standards / CONTENT STANDARD

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

/ CONTENT STANDARD

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

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

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 AK.L.3. Language Standards / CONTENT STANDARD

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.

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

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.

$\begin{array}{ll} \textbf{PERFORMANCE} & \textbf{AK.RI.3.} & \textbf{Reading Standards for Informational Text} \\ \textbf{/ CONTENT} \end{array}$ **STANDARD**

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

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).

$\begin{array}{ll} \textbf{PERFORMANCE} & \textbf{AK.RI.3.} & \textbf{Reading Standards for Informational Text} \\ \textbf{/ CONTENT} \end{array}$ **STANDARD**

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 AK.RF.3. Foundational Skills / CONTENT STANDARD

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.

/ CONTENT STANDARD

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

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.

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 AK.L.3. Language Standards / CONTENT STANDARD

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

STANDARD

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		Craft and Structure

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).

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

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 AK.RF.3. Foundational Skills / CONTENT STANDARD

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 AK.RF.3. Foundational Skills / CONTENT STANDARD

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 AK.W.3. Writing Standards / CONTENT STANDARD

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.

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

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

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.

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
EXPECTATION	L.3.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / STRAND	L.3.2. L.3.2.a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and
EXPECTATION / STRAND GOAL		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL INDICATOR	L.3.2.a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,
GOAL INDICATOR INDICATOR	L.3.2.a. L.3.2.e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending
EXPECTATION / STRAND GOAL INDICATOR INDICATOR INDICATOR PERFORMANCE / CONTENT	L.3.2.a. L.3.2.e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
EXPECTATION / STRAND GOAL INDICATOR INDICATOR INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION	L.3.2.a. L.3.2.e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. 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 AK.L.3. Language Standards / CONTENT STANDARD

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 AK.L.3. Language Standards / CONTENT STANDARD

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

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.

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	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 AK.W.3. Writing Standards / CONTENT STANDARD

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

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.

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.
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.a. L.3.2.e.	Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
		Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,
INDICATOR	L.3.2.e. L.3.2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending
INDICATOR INDICATOR PERFORMANCE / CONTENT	L.3.2.e. L.3.2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
INDICATOR INDICATOR PERFORMANCE / CONTENT ST AND ARD GRADE LEVEL EXPECTATION	L.3.2.e. L.3.2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Language Standards
INDICATOR INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	L.3.2.f. AK.L.3.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Language Standards Knowledge of Language

GRADE LEVEL EXPECT ATION / 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).
INDICATOR PERFORMANCE / CONTENT STANDARD		Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Language Standards
PERFORMANCE / CONTENT	AK.L.3. I	

John Muir

Alaska Content and Performance Standards Language Arts

Grade 3 - Adopted: 2012

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

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.

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

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

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 AK.RF.3. Foundational Skills / CONTENT STANDARD

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 AK.W.3. Writing Standards / CONTENT STANDARD

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.

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 AK.W.3. Writing Standards / CONTENT STANDARD

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.

/ CONTENT STANDARD

PERFORMANCE 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.

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

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

INDICATOR

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.

PERFORMANCE AK.L.3. Language Standards / CONTENT

STANDARD

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 AK.L.3. Language Standards / CONTENT STANDARD

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 AK.L.3. Language Standards / CONTENT STANDARD

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

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.

GRADE LEVEL EXPECTATION / STRAND		
--	--	--

GOAL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 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 aidin 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.

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 AK.W.3. Writing Standards / CONTENT STANDARD

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

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.

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

		3, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7,
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		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).

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

Magnets

Alaska Content and Performance Standards Language Arts

Grade 3 - Adopted: 2012

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

GOAL

L.3.3.

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.

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

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

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 AK.RF.3. Foundational Skills / CONTENT STANDARD

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 an 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 deta 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 ST ANDARD	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

Mayflower, Part 1

Grade 3 - Adopted: 2012

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.

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.
		With a great state
PERFORMANCE / CONTENT STANDARD	AK.W.3.	writing Standards

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.3.4.

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 I STRAND Comprehension and Collaboration 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.
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.

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 AK.W.3. Writing Standards / CONTENT STANDARD

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 AK.W.3. Writing Standards / CONTENT STANDARD

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.

GRADE LEVEL Range of Writing EXPECT ATION / STRAND
--

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

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		Production and Distribution of Writing

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 AK.W.3. Writing Standards / CONTENT STANDARD

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

My Friend, Part 2

Alaska Content and Performance Standards Language Arts

Grade 3 - Adopted: 2012

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

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

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

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 AK.W.3. Writing Standards / CONTENT STANDARD

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

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

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 AK.L.3. Language Standards / CONTENT STANDARD

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 AK.W.3. Writing Standards / CONTENT STANDARD

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 AK.W.3. Writing Standards / CONTENT STANDARD

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 AK.W.3. Writing Standards / CONTENT STANDARD

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
		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GOAL	L.3.3.	ose knowledge of language and its conventions when writing, speaking, reading, of listening.
GOAL	L.3.3.a.	Choose words and phrases for effect.

Alaska Content and Performance Standards Language Arts

Grade 3 - Adopted: 2012

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

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 AK.RF.3. Foundational Skills / CONTENT STANDARD

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 AK.W.3. Writing Standards / CONTENT STANDARD

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

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

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 AK.SL.3. Speaking and Listening Standards / CONTENT $\,$

STANDARD

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).

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

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

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

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

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 AK.RF.3. Foundational Skills / CONTENT STANDARD

STANDARD

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

them).

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

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

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

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

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 AK.RF.3. Foundational Skills / CONTENT STANDARD

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

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

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

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 AK.L.3. Language Standards / CONTENT STANDARD

STANDARD

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 AK.L.3. Language Standards / CONTENT STANDARD

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 AK.L.3. Language Standards / CONTENT STANDARD

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 AK.L.3. Language Standards / CONTENT STANDARD

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 AK.L.3. Language Standards / CONTENT STANDARD

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 AK.W.3. Writing Standards / CONTENT STANDARD

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 AK.W.3. Writing Standards / CONTENT

STANDARD

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).

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

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

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

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 AK.RI.3. Reading Standards for Informational Text / ${\tt CONTENT}$

STANDARD

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

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

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

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

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 AK.L.3. Language Standards / CONTENT

STANDARD

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 AK.L.3. Language Standards / CONTENT STANDARD

GRADE LEVEL EXPECT ATION / 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).

Roman Hoplite, American Quarter Horse

Alaska Content and Performance Standards

Language Arts

Grade 3 - Adopted: 2012

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

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.
		Deading Standards for Informational Tord

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

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

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

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 AK.RF.3. Foundational Skills / CONTENT STANDARD

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.

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.)

GOAL

SL.3.6.

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

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 AK.L.3. Language Standards

/ CONTENT **STANDARD**

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 AK.L.3. / CONTENT

Language Standards

STANDARD Vocabulary Acquisition and Use

EXPECTATION / STRAND		vocabulary Acquisition and Ose
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 AK.L.3. / CONTENT

Language Standards

STANDARD		

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

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
00.41	DI 0 40	

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 AK.RF.3. Foundational Skills / CONTENT STANDARD

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 AK.W.3. Writing Standards / CONTENT STANDARD

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 AK.W.3. Writing Standards

STANDARD

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.

STANDARD

GRADE LEVEL

$\begin{array}{ll} \textbf{PERFORMANCE} & \textbf{AK.SL.3.} & \textbf{Speaking and Listening Standards} \\ \textbf{/CONTENT} \end{array}$

Comprehension and Collaboration

EXPECTATION / STRAND		
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.

/ CONTENT **STANDARD**

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

STANDARD

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 EXPECT ATION / 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		Vocabulary Acquisition and Use
/ STRAND		
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.
	L.3.4. L.3.4.a.	
GOAL	L.3.4.a.	3 reading and content, choosing flexibly from a range of strategies.
GOAL INDICATOR PERFORMANCE / CONTENT	L.3.4.a.	3 reading and content, choosing flexibly from a range of strategies. Use a sentence-level context as a clue to the meaning of a word or phrase.
GOAL INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION	L.3.4.a.	3 reading and content, choosing flexibly from a range of strategies. Use a sentence-level context as a clue to the meaning of a word or phrase. 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 2

Alaska Content and Performance Standards Language Arts

Grade 3 - Adopted: 2012

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

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.

/ CONTENT STANDARD

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

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

THE FOX WHE THE CION, FURT

Alaska Content and Performance Standards Language Arts

Grade 3 - Adopted: 2012

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

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

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

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

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 AK.RF.3. Foundational Skills / CONTENT

STANDARD

GRADE LEVEL EXPECTATION / STRAND		Fluency	
GOAL	RF.3.4.	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 AK.W.3. Writing Standards / CONTENT STANDARD

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
		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 AK.W.3. Writing Standards / CONTENT STANDARD

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 AK.W.3. Writing Standards / CONTENT STANDARD

STANDARD

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

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.d. Explain their own ideas and understanding in light of the discussion. PERFORMANCE AK.SL.3. Speaking and Listening Standards STANDARD GRADE LEVEL EXPECTATION GRADE LEVEL Comprehension and Collaboration GRADE LEVEL EXPECTATION GRADE LEVEL STANDARD GRADE LEVEL CONTENT FOR ALL SL.3. Speaking and Listening Standards GRADE LEVEL STANDARD GRADE LEVEL PROGRANCE AK.SL.3. Speaking and Listening Standards GRADE LEVEL STANDARD GRADE LEVEL Specific and the main ideas and supporting details of a text read about or information presented in diverse media and formats, including visually, quantitatively, and orally. GRADE LEVEL STANDARD GRADE LEVEL Specific and the main ideas and supporting details of a text read about or information presented in diverse media and formats, including visually, quantitatively, and orally. PERFORMANCE AK.SL.3. Speaking and Listening Standards GRADE LEVEL Specific and speaking and the conventions of standard English grammar and usage when writing or speaking. INDICATOR L3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. INDICATOR L3.1. Language Standards CONTENT STANDARD Vocabulary Acquisition and Use EXPECTATION STANDARD GRADE LEVEL Specific and speaking of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. INDICATOR L3.4. Use a sentence-level context as a clue to the meaning of a word or phrase. PERFORMANCE AK.L3. Language Standards				
PERFORMANCE AK.S.3. Speaking and Listening Standards GRADE LEVEL PRECENTION GOAL SL3.2. 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 AK.S.3. Speaking and Listening Standards STANDARD GRADE LEVEL PRECENTION GRADE LEVEL PRECENTATION GOAL SL3.4. 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 SL3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clerification (See grade 3 Language standards 1 and 3 for specific expectations.) PERFORMANCE RACL.3. Language Standards GRADE LEVEL PRECENTION GOAL L3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. INDICATOR L3.1. Language Standards CONTENT STANDARO GOAL L3.1. Language Standards CONTENT STANDARO GOAL L3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. INDICATOR L3.1. Language Standards CONTENT STANDARO GOAL L3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. INDICATOR L3.1. Language Standards CONTENT STANDARO GOAL L3.2. Language Standards CONTENT STANDARO GOAL L3.3. 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 L3.4. Use a semence-level context as a clue to the meaning of a word or phrase. PERFORMANCE ERFERGRANCE KK.L3. Language Standards	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.	
GRADE LEVEL EXPECTATION Comprehension and Collaboration	INDICATOR	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.	
SALS. 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 AK.S.L.3. Speaking and Listening Standards STANDARD GRADE LEVEL EXPECTATION Presentation of Knowledge and Ideas	/ CONTENT	AK.SL.3.	eaking and Listening Standards	
PERFORMANCE AK.SL.3. Speaking and Listening Standards STANDARD GRADE LEVEL EXPECTATION JISTANDARD GOAL SL.3. 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. 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 AK.L.3. Language Standards GRADE LEVEL EXPECTATION J STRAND GOAL L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. INDICATOR L.3.1. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English. INDICATOR L.3.1. Language Standards GRADE LEVEL EXPECTATION STANDARD GRADE LEVEL EXPECTATION STANDARD GRADE LEVEL EXPECTATION STANDARD GRADE LEVEL STANDARD GRADE LEVEL STANDARD AK.L.3. Language Standards Vocabulary Acquisition and Use EXPECTATION STANDARD GRADE LEVEL STANDARD Vocabulary Acquisition and Use STANDARD Jacading and content, choosing flexibly from a range of strategies. INDICATOR L.3.4. Use a sentence-level context as a clue to the meaning of a word or phrase. PERFORMANCE AK.L.3. Language Standards	EXPECTATION		Comprehension and Collaboration	
GRADE LEVEL EXPECTATION / STANDARD GRADE LEVEL EXPECTATION / STANDARD 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 AK.L.3. Language Standards GRADE LEVEL EXPECTATION / STRAND GOAL L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. INDICATOR L.3.1. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English. INDICATOR L.3.1.1. Language Standards Vocabulary Acquisition and Use PERFORMANCE AK.L.3. Language Standards INDICATOR 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. Use a sentence-level context as a clue to the meaning of a word or phrase. PERFORMANCE AK.L.3. Language Standards	GOAL	SL.3.2.		
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 AK.L.3. Language Standards GRADE LEVEL EXPECTATION / STRAND 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.b. Form and use regular and irregular verbs. PERFORMANCE AK.L.3. Language Standards GRADE LEVEL EXPECTATION / STRAND 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. Use a sentence-level context as a clue to the meaning of a word or phrase. PERFORMANCE AK.L.3. Language Standards	/ CONTENT	AK.SL.3.	Speaking and Listening Standards	
Speaking clearly at an understandable pace. GOAL SL3.6. 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 AK.L.3. Language Standards GRADE LEVEL EXPECTATION / STRAND GOAL L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. INDICATOR L.3.1. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English. INDICATOR L.3.1. Form and use regular and irregular verbs. PERFORMANCE AK.L.3. Language Standards 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. Use a sentence-level context as a clue to the meaning of a word or phrase. PERFORMANCE AK.L.3. Language Standards	EXPECTATION		Presentation of Knowledge and Ideas	
clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) PERFORMANCE AK.L.3. Language Standards Conventions of Standard English Conventions of Standard English Conventions of Standard English Conventions of Standard English Conventions of Standard English grammar and usage when writing or speaking. INDICATOR L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. INDICATOR L.3.1. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English. INDICATOR L.3.1. Form and use regular and irregular verbs. PERFORMANCE AK.L.3. Language Standards Vocabulary Acquisition and Use STANDARD 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. Use a sentence-level context as a clue to the meaning of a word or phrase. PERFORMANCE AK.L.3. Language Standards	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.	
GRADE LEVEL EXPECTATION GOAL L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. INDICATOR L.3.1. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English. INDICATOR L.3.1. Form and use regular and irregular verbs. PERFORMANCE ICONTENT STANDARD GRADE LEVEL EXPECTATION I STRAND 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. Use a sentence-level context as a clue to the meaning of a word or phrase. PERFORMANCE AK.L.3. Language Standards	GOAL	SL.3.6.		
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 GRADE LEVEL EXPECTATION / ISTRAND 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. Use a sentence-level context as a clue to the meaning of a word or phrase. PERFORMANCE AK.L.3. Language Standards	/ CONTENT	AK.L.3.	Language Standards	
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 AK.L.3. Language Standards GRADE LEVEL EXPECTATION / STRAND 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. Use a sentence-level context as a clue to the meaning of a word or phrase. PERFORMANCE AK.L.3. Language Standards	EXPECTATION		Conventions of Standard English	
CONVENTIONS of English. INDICATOR L.3.1.d. Form and use regular and irregular verbs. PERFORMANCE AK.L.3. Language Standards Vocabulary Acquisition and Use Vocabulary Acquisition and Use EXPECTATION / STRAND 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. Use a sentence-level context as a clue to the meaning of a word or phrase. PERFORMANCE AK.L.3. Language Standards	GOAL	L.3.1.		
PERFORMANCE AK.L.3. Language Standards GRADE LEVEL EXPECTATION / STRAND 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 AK.L.3. Language Standards	INDICATOR	L.3.1.a.		
GRADE LEVEL EXPECTATION / STRAND 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 AK.L.3. Language Standards	INDICATOR	L.3.1.d.	Form and use regular and irregular verbs.	
EXPECTATION / STRAND 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 AK.L.3. Language Standards	/ CONTENT	AK.L.3.	Language Standards	
INDICATOR L.3.4.a. Use a sentence-level context as a clue to the meaning of a word or phrase. PERFORMANCE AK.L.3. Language Standards	EXPECTATION		Vocabulary Acquisition and Use	
PERFORMANCE AK.L.3. Language Standards	GOAL	L.3.4.		
	INDICATOR	L.3.4.a.	Use a sentence-level context as a clue to the meaning of a word or phrase.	
STANDARD	/ CONTENT	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 AK.L.3. Language Standards

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

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 AK.W.3. Writing Standards / CONTENT STANDARD

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 AK.W.3. Writing Standards / CONTENT STANDARD

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.

/ CONTENT STANDARD

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

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 AK.RL.3. Reading Standards for Literature

/ CONTENT STANDARD

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

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
EXPECTATION	RF.3.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / STRAND	RF.3.3. RF.3.3.a.	
EXPECTATION / STRAND	RF.3.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words.
GOAL INDICATOR INDICATOR	RF.3.3.a. RF.3.3.b.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION / STRAND GOAL INDICATOR INDICATOR PERFORMANCE / CONTENT	RF.3.3.a. RF.3.3.b.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes.
EXPECTATION / STRAND GOAL INDICATOR INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION	RF.3.3.a. RF.3.3.b.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Foundational Skills
EXPECTATION / STRAND GOAL INDICATOR INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	RF.3.3.a. RF.3.3.b. AK.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Foundational Skills Fluency
EXPECTATION / STRAND GOAL INDICATOR INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL	RF.3.3.a. RF.3.3.b. AK.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension.
EXPECT ATION / STRAND GOAL INDICATOR INDICATOR PERFORMANCE / CONTENT ST AND AND STRAND GRADE LEVEL EXPECT ATION / STRAND GOAL INDICATOR INDICATOR	RF.3.3.a. RF.3.3.b. AK.RF.3. RF.3.4. RF.3.4.a. RF.3.4.c.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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 AK.W.3. Writing Standards / CONTENT STANDARD

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 AK.W.3. Writing Standards / CONTENT STANDARD

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

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.
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 AK.L.3. Language Standards			

/ CONTENT

STANDARD

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

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 AK.RF.3. Foundational Skills / CONTENT STANDARD

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 AK.W.3. Writing Standards / CONTENT STANDARD

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	AK.SL.3.	Speaking and Listening Standards

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

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

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

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

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

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 AK.RF.3. Foundational Skills / CONTENT STANDARD

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 AK.RF.3. Foundational Skills / CONTENT STANDARD

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

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

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 AK.W.3. Writing Standards / CONTENT STANDARD

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

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).

Treasure Map, Part 1

Alaska Content and Performance Standards Language Arts

Grade 3 - Adopted: 2012

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

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

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 AK.RF.3. Foundational Skills / CONTENT

STANDARD

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		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 AK.W.3. Writing Standards / CONTENT STANDARD

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

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

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

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 AK.W.3. Writing Standards / CONTENT STANDARD

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.

Form and use regular and irregular verbs.

INDICATOR

L.3.1.d.

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

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

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

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

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

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 AK.RF.3. Foundational Skills / CONTENT STANDARD

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 AK.W.3. Writing Standards / CONTENT

STANDARD

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 AK.W.3. Writing Standards / CONTENT STANDARD

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 EXPECT ATION / 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.

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.)

GOAL

SL.3.6.

INDICATOR

L.3.5.a.

STANDARD		
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		Knowledge of Language
/ STRAND		
	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
/ STRAND	L.3.3. L.3.3.a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.
/ STRAND GOAL	L.3.3.a.	
INDICATOR PERFORMANCE / CONTENT	L.3.3.a.	Choose words and phrases for effect.
INDICATOR PERFORMANCE I CONTENT STANDARD GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. Language Standards
INDICATOR PERFORMANCE I CONTENT STANDARD GRADE LEVEL EXPECTATION I STRAND	L.3.3.a. AK.L.3.	Choose words and phrases for effect. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade
INDICATOR PERFORMANCE I CONTENT STANDARD GRADE LEVEL EXPECTATION I STRAND GOAL	L.3.4. L.3.4.	Choose words and phrases for effect. Language Standards Vocabulary Acquisition and Use 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.
J STRAND GOAL INDICATOR PERFORMANCE J CONTENT STANDARD GRADE LEVEL EXPECTATION J STRAND GOAL INDICATOR PERFORMANCE J CONTENT	L.3.4. L.3.4.	Choose words and phrases for effect. Language Standards Vocabulary Acquisition and Use 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. Use a sentence-level context as a clue to the meaning of a word or phrase.
J STRAND GOAL INDICATOR PERFORMANCE J CONTENT STANDARD GRADE LEVEL EXPECTATION J STRAND GOAL INDICATOR PERFORMANCE J CONTENT STANDARD GRADE LEVEL EXPECTATION	L.3.4. L.3.4.	Choose words and phrases for effect. Language Standards Vocabulary Acquisition and Use 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. Use a sentence-level context as a clue to the meaning of a word or phrase. Language Standards

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

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

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 AK.RF.3. Foundational Skills / CONTENT STANDARD

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 AK.W.3. Writing Standards / CONTENT STANDARD

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 AK.W.3. Writing Standards / CONTENT STANDARD

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.)

W3.6. With guidance and support from adults, use technology to produce and publish writing (usin well as to interact and collaborate with others and to locate information about topics. PERFORMANCE AK.W.3. Writing Standards GRADE LEVEL EXPECTATION /STRAND GOAL W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and st single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audien PERFORMANCE AK.L.3. Language Standards GRADE LEVEL EXPECTATION /STRAND GOAL L.3.1. Demonstrate command of the conventions of standard English grammar and us speaking. INDICATOR L.3.1. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose conventions of English. PERFORMANCE AK.L.3. Language Standards GRADE LEVEL EXPECTATION /STRAND GRADE LEVEL L.3.1. Form and use regular and irregular verbs. Language Standards GRADE LEVEL EXPECTATION /STRAND GRADE LEVEL Conventions of Standard English GRADE LEVEL STANDARD GRADE LEVEL STANDARD GRADE LEVEL Conventions of Standard English GRADE LEVEL STANDARD GOAL L.3.2. Demonstrate command of the conventions of standard English capitalization, p. spelling when writing. INDICATOR L.3.2. Capitalize appropriate words in titles.	sing keyboarding skills) as
GRADE LEVEL EXPECTATION / STRAND GOAL W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and st single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audien of the conventions of tasks. Purposes and audien of the conventions of standard English grammar and us speaking. GRADE LEVEL EXPECTATION / STRAND GOAL L.3.1. Demonstrate command of the conventions of standard English grammar and us speaking. INDICATOR L.3.1a. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose conventions of English. INDICATOR L.3.1d. Form and use regular and irregular verbs. PERFORMANCE AK.L.3. Language Standards CONVENTION CONVENTS TANDARD GRADE LEVEL EXPECTATION / STRAND GOAL L.3.2. Demonstrate command of the conventions of standard English capitalization, p spelling when writing. INDICATOR L.3.2. Capitalize appropriate words in titles. INDICATOR L.3.2. Use conventional spelling for high-frequency and other studied words and for adding suffix	
GOAL W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and standard single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audient of the conventions of tandard English (Conventions of Standard English) GRADE LEVEL EXPECTATION / STRAND GOAL L.3.1. Demonstrate command of the conventions of standard English grammar and us speaking. INDICATOR L.3.1.a. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose conventions of English. INDICATOR L.3.1.d. Form and use regular and irregular verbs. PERFORMANCE AK.L.3. Language Standards GOAL L.3.2. Conventions of Standard English Conventions of Standard English Conventions of Standard English STRAND GOAL L.3.2. Demonstrate command of the conventions of standard English capitalization, pselling when writing. INDICATOR L.3.2.a. Capitalize appropriate words in titles.	
Single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audient of the conventions of Standard English GRADE LEVEL EXPECTATION / STRAND GOAL L.3.1. Demonstrate command of the conventions of standard English grammar and us speaking. INDICATOR L.3.1. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose conventions of English. INDICATOR L.3.1. Form and use regular and irregular verbs. PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL L.3.2. Demonstrate command of the conventions of standard English capitalization, p spelling when writing. INDICATOR L.3.2. Capitalize appropriate words in titles.	
GRADE LEVEL EXPECTATION / STRAND GOAL L.3.1. Demonstrate command of the conventions of standard English grammar and us speaking. INDICATOR L.3.1.a. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose conventions of English. INDICATOR L.3.1.d. Form and use regular and irregular verbs. PERFORMANCE AK.L.3. CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL L.3.2. Demonstrate command of the conventions of standard English capitalization, p spelling when writing. INDICATOR L.3.2. Capitalize appropriate words in titles. INDICATOR L.3.2. Use conventional spelling for high-frequency and other studied words and for adding suffix	
GOAL L.3.1. Demonstrate command of the conventions of standard English grammar and us speaking. INDICATOR L.3.1.a. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose conventions of English. INDICATOR L.3.1.d. Form and use regular and irregular verbs. PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL L.3.2. Demonstrate command of the conventions of standard English capitalization, p 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 suffix	
INDICATOR L.3.1.a. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose conventions of English. INDICATOR L.3.1.d. Form and use regular and irregular verbs. PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL L.3.2. Demonstrate command of the conventions of standard English capitalization, p spelling when writing. INDICATOR L.3.2. Capitalize appropriate words in titles. INDICATOR L.3.2. Use conventional spelling for high-frequency and other studied words and for adding suffix	
Conventions of English. INDICATOR L.3.1.d. Form and use regular and irregular verbs. PERFORMANCE AK.L.3. Language Standards CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL L.3.2. Demonstrate command of the conventions of standard English capitalization, p spelling when writing. INDICATOR L.3.2. Capitalize appropriate words in titles. INDICATOR L.3.2. Use conventional spelling for high-frequency and other studied words and for adding suffix	usage when writing or
PERFORMANCE AK.L.3. Language Standards GRADE LEVEL EXPECTATION / STRAND GOAL L.3.2. Demonstrate command of the conventions of standard English capitalization, p spelling when writing. INDICATOR L.3.2. Capitalize appropriate words in titles. INDICATOR L.3.2. Use conventional spelling for high-frequency and other studied words and for adding suffix	se in order to apply the
GRADE LEVEL EXPECTATION / STRAND GOAL L.3.2. Demonstrate command of the conventions of standard English capitalization, p spelling when writing. INDICATOR L.3.2. Capitalize appropriate words in titles. INDICATOR L.3.2. Use conventional spelling for high-frequency and other studied words and for adding suffix	
GOAL L.3.2. Demonstrate command of the conventions of standard English capitalization, p 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 suffix	
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 suffix	
INDICATOR L.3.2.e. Use conventional spelling for high-frequency and other studied words and for adding suffix	, punctuation, and
sitting, smiled, cries, happiness).	fixes to base words (e.g.,
INDICATOR L.3.2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, sy rules, meaningful word parts) in writing words.	syllable patterns, ending
PERFORMANCE AK.L.3. Language Standards / CONTENT STANDARD	
GRADE LEVEL Knowledge of Language EXPECT ATION / STRAND	
GOAL L.3.3. Use knowledge of language and its conventions when writing, speaking, reading	ng, or listening.

INDICATOR

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