

**Main Criteria:** Adventures in Writing  
**Secondary Criteria:** Arizona's College and Career Ready Standards  
**Subject:** Language Arts  
**Grade:** 3

## Adventures in Writing

Benjamin Franklin's Lightning Rod

**Arizona's College and Career Ready Standards**  
**Language Arts**  
Grade 3 - Adopted: 2016

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.2.	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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.

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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 OBJECTIVE / PROFICIENCY LEVEL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION  
3.RF.4.a. Read grade-level text with purpose and understanding

OBJECTIVE / GRADE LEVEL EXPECTATION  
3.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION  
3.W.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

OBJECTIVE / GRADE LEVEL EXPECTATION  
3.W.2.b. Develop the topic with facts, definitions, and details

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  
3.W.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.)

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  
3.W.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 OBJECTIVE / PROFICIENCY LEVEL  
3.W.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.

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  
3.W.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.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

CONCEPT / STANDARD	Comprehension and Collaboration	
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.	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
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.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)
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding based on the discussion.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

CONCEPT / STANDARD	Comprehension and Collaboration	
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

CONCEPT / STANDARD	Presentation of Knowledge and Ideas	
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)

**STRAND**      **AZ.3.L. Language Standards**

CONCEPT / STANDARD	Conventions of Standard English	
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.h.	Use coordinating and subordinating conjunctions
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.

**STRAND**      **AZ.3.L.    Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles
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**STRAND**      **AZ.3.L.    Language Standards**

CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.3.a.	Choose words and phrases for effect
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**STRAND**      **AZ.3.L.    Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.4.c.	Use sentence-level context as a clue to the meaning of a word or phrases.
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**STRAND**      **AZ.3.L.    Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.6.	Acquire and use accurately 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).
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**Arizona's College and Career Ready Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.2.	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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).
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 3.RI.10. By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

**STRAND AZ.3.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Phonics and Word Recognition
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RF.3.	Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words

OBJECTIVE / GRADE LEVEL EXPECTATION 3.RF.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes

OBJECTIVE / GRADE LEVEL EXPECTATION 3.RF.3.b. Decode words with common Latin suffixes

**STRAND AZ.3.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension

OBJECTIVE / GRADE LEVEL EXPECTATION 3.RF.4.a. Read grade-level text with purpose and understanding

OBJECTIVE / GRADE LEVEL EXPECTATION 3.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND AZ.3.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly

OBJECTIVE / GRADE LEVEL EXPECTATION 3.W.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

OBJECTIVE / GRADE LEVEL EXPECTATION 3.W.2.b. Develop the topic with facts, definitions, and details

**STRAND AZ.3.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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 OBJECTIVE / PROFICIENCY LEVEL	3.W.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.

**STRAND AZ.3.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.

**STRAND AZ.3.W.F Writing Standards: Foundational Skills**

CONCEPT / STANDARD		Spelling
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.WF.3.	Know and apply spelling conventions and patterns
OBJECTIVE / GRADE LEVEL EXPECTATION	3.WF.3.d	Spell regular two-and three-syllable words that:
GRADE LEVEL EXPECTATION	3.WF.3.d. 2.	Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion)

**STRAND AZ.3.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.	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
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.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)

OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding based on the discussion.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.2.</b>	<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing</b>
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OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.2.a. Capitalize appropriate words in titles

**STRAND AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening</b>

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.3.a. Choose words and phrases for effect

**STRAND AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.4.</b>	<b>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.</b>

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.4.a. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.4.c. Use sentence-level context as a clue to the meaning of a word or phrases.

**STRAND AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings</b>

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)

**STRAND AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.6.</b>	<b>Acquire and use accurately 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).</b>

## Arizona's College and Career Ready Standards

## Language Arts

Grade 3 - Adopted: 2016

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.2.	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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.

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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 OBJECTIVE / PROFICIENCY LEVEL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Phonics and Word Recognition
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RF.3.	Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words

OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.3.b.	Decode words with common Latin suffixes
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**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

<b>CONCEPT / STANDARD</b>		<b>Fluency</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND AZ.3.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND AZ.3.W.F Writing Standards: Foundational Skills**

CONCEPT / STANDARD		Spelling
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.WF.3.	Know and apply spelling conventions and patterns
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.WF.3.d	Spell regular two-and three-syllable words that:
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GRADE LEVEL EXPECTATION	3.WF.3.d.	Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion)
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**STRAND AZ.3.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.	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
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.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)
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding based on the discussion.
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**STRAND AZ.3.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.2.</b>	<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Knowledge of Language</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION  
3.L.3.a. Choose words and phrases for effect

**STRAND AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.4.</b>	<b>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.</b>

OBJECTIVE / GRADE LEVEL EXPECTATION  
3.L.4.a. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

OBJECTIVE / GRADE LEVEL EXPECTATION  
3.L.4.c. Use sentence-level context as a clue to the meaning of a word or phrases.

**STRAND AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings</b>

OBJECTIVE / GRADE LEVEL EXPECTATION  
3.L.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)

**STRAND AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.6.</b>	<b>Acquire and use accurately 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).</b>

Hannibal's War

Arizona's College and Career Ready Standards  
Language Arts  
Grade 3 - Adopted: 2016

**STRAND AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.2.	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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).
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
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**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

<b>CONCEPT / STANDARD</b>		<b>Fluency</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**      **AZ.3.W. Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly

OBJECTIVE / GRADE LEVEL EXPECTATION      3.W.2.a.      Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

OBJECTIVE / GRADE LEVEL EXPECTATION      3.W.2.b.      Develop the topic with facts, definitions, and details

**STRAND      AZ.3.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL      3.W.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.)

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL      3.W.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 OBJECTIVE / PROFICIENCY LEVEL      3.W.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.

**STRAND      AZ.3.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL      3.W.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.

**STRAND      AZ.3.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL      3.SL.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

OBJECTIVE / GRADE LEVEL EXPECTATION      3.SL.1.a.      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



OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.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)
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding based on the discussion.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)

**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.

**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.2.</b>	<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing</b>
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OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.2.a. Capitalize appropriate words in titles

**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening</b>

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.3.a. Choose words and phrases for effect

**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.4.</b>	<b>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.</b>

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.4.c. Use sentence-level context as a clue to the meaning of a word or phrases.

**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings</b>

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)

**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.6.</b>	<b>Acquire and use accurately 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).</b>

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.2.	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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).
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
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**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION      3.RF.4.c.      Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND      AZ.3.W.      Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</b>

OBJECTIVE / GRADE LEVEL EXPECTATION      3.W.2.a.      Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

OBJECTIVE / GRADE LEVEL EXPECTATION      3.W.2.b.      Develop the topic with facts, definitions, and details

**STRAND      AZ.3.W.      Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL      3.W.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.)

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL      3.W.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 OBJECTIVE / PROFICIENCY LEVEL      3.W.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.

**STRAND      AZ.3.W.      Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL      3.W.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.

**STRAND      AZ.3.SL.      Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.SL.1.</b>	<b>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</b>

OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.	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
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.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)
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding based on the discussion.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)

**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
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**STRAND AZ.3.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.b.	Use commas in addresses
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**STRAND AZ.3.L. Language Standards**

CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.3.a.	Choose words and phrases for effect
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**STRAND AZ.3.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.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.

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.4.c.	Use sentence-level context as a clue to the meaning of a word or phrases.
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**STRAND AZ.3.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.6.	Acquire and use accurately 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).
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Leif Eriksson

**Arizona's College and Career Ready Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.2.	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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).
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
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**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

<b>CONCEPT / STANDARD</b>		<b>Fluency</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>

OBJECTIVE / GRADE LEVEL EXPECTATION      3.RF.4.a.      Read grade-level text with purpose and understanding

OBJECTIVE / GRADE LEVEL EXPECTATION      3.RF.4.c.      Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</b>

OBJECTIVE / GRADE LEVEL EXPECTATION      3.W.2.a.      Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

OBJECTIVE / GRADE LEVEL EXPECTATION      3.W.2.b.      Develop the topic with facts, definitions, and details

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL      3.W.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.)

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL      3.W.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 OBJECTIVE / PROFICIENCY LEVEL      3.W.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.

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.1.	<b>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</b>

OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.	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
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.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)
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding based on the discussion.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.f.	Ensure subject-verb and pronoun-antecedent agreement
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
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**STRAND      AZ.3.L.      Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.2.</b>	<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles
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**STRAND      AZ.3.L.      Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Knowledge of Language</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.3.a.	Choose words and phrases for effect
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**STRAND      AZ.3.L.      Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.4.</b>	<b>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.</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.4.c.	Use sentence-level context as a clue to the meaning of a word or phrases.
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**STRAND**      **AZ.3.L.    Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings</b>

OBJECTIVE / GRADE LEVEL EXPECTATION      3.L.5.a.      Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)

**STRAND**      **AZ.3.L.    Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.6.</b>	<b>Acquire and use accurately 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).</b>

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**Arizona's College and Career Ready Standards**  
**Language Arts**  
Grade 3 - Adopted: 2016

**STRAND**      **AZ.3.RI.    Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RI.2.</b>	<b>Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.</b>

**STRAND**      **AZ.3.RI.    Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RI.4.</b>	<b>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</b>

**STRAND**      **AZ.3.RI.    Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RI.7.</b>	<b>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).</b>

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
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**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

<b>CONCEPT / STANDARD</b>		<b>Fluency</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.SL.1.</b>	<b>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</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.	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
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.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)
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding based on the discussion.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)
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**STRAND**      **AZ.3.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.f.	Ensure subject-verb and pronoun-antecedent agreement
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
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**STRAND**      **AZ.3.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles
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**STRAND**      **AZ.3.L. Language Standards**

CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.3.a. Choose words and phrases for effect

**STRAND**      **AZ.3.L. Language Standards**

**CONCEPT /  
STANDARD**

Vocabulary Acquisition and Use

**PERFORMANCE OBJECTIVE /  
PROFICIENCY  
LEVEL**

3.L.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.

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.4.c. Use sentence-level context as a clue to the meaning of a word or phrases.

**STRAND**      **AZ.3.L. Language Standards**

**CONCEPT /  
STANDARD**

Vocabulary Acquisition and Use

**PERFORMANCE OBJECTIVE /  
PROFICIENCY  
LEVEL**

3.L.5. Demonstrate understanding of word relationships and nuances in word meanings

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)

**STRAND**      **AZ.3.L. Language Standards**

**CONCEPT /  
STANDARD**

Vocabulary Acquisition and Use

**PERFORMANCE OBJECTIVE /  
PROFICIENCY  
LEVEL**

3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

Mayflower, Part 1

**Arizona's College and Career Ready Standards**  
**Language Arts**  
Grade 3 - Adopted: 2016

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

**CONCEPT /  
STANDARD**

Key Ideas and Details

**PERFORMANCE OBJECTIVE /  
PROFICIENCY  
LEVEL**

3.RI.2. Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

**CONCEPT /  
STANDARD**

Craft and Structure

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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).
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
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**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

<b>CONCEPT / STANDARD</b>		<b>Fluency</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.SL.1.</b>	<b>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</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.	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
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.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)
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding based on the discussion.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Knowledge of Language</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.3.a.	Choose words and phrases for effect
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.4.</b>	<b>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.</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.4.c.	Use sentence-level context as a clue to the meaning of a word or phrases.
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings</b>

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.6.</b>	<b>Acquire and use accurately 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).</b>

Mayflower, Part 2

**Arizona's College and Career Ready Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</b>

OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.4.</b>	<b>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.)</b>

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.f.	Ensure subject-verb and pronoun-antecedent agreement
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.2.</b>	<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening</b>

OBJECTIVE / GRADE LEVEL EXPECTATION      3.L.3.a.      Choose words and phrases for effect

My Friend, Part 1

**Arizona's College and Career Ready Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RI.4.</b>	<b>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</b>

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</b>

OBJECTIVE / GRADE LEVEL EXPECTATION      3.W.2.a.      Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.4.</b>	<b>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.)</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.5.</b>	<b>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.)</b>

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.SL.1.</b>	<b>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</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.	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
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.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)
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding based on the discussion.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening</b>

OBJECTIVE / GRADE LEVEL EXPECTATION      3.L.3.a.      Choose words and phrases for effect

**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.6.</b>	<b>Acquire and use accurately 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).</b>

My Friend, Part 2

**Arizona's College and Career Ready Standards**  
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</b>

OBJECTIVE / GRADE LEVEL EXPECTATION      3.W.2.a.      Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

OBJECTIVE / GRADE LEVEL EXPECTATION      3.W.2.b.      Develop the topic with facts, definitions, and details

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.4.</b>	<b>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.)</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.5.</b>	<b>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.)</b>

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.2.</b>	<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Knowledge of Language</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.3.a.	Choose words and phrases for effect
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My House, Part 1

Arizona's College and Career Ready Standards  
Language Arts  
Grade 3 - Adopted: 2016

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.RI.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.
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
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PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.SL.1.</b>	<b>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</b>

OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.	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
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.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)
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding based on the discussion.
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**STRAND AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)
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**STRAND AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
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**STRAND AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Knowledge of Language</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.3.a.	Choose words and phrases for effect
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**STRAND AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.6.	Acquire and use accurately 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).
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My House, Part 2

**Arizona's College and Career Ready Standards  
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Grade 3 - Adopted: 2016**

**STRAND AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</b>

OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details
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**STRAND AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND AZ.3.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 3.W.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.

**STRAND AZ.3.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

OBJECTIVE / GRADE LEVEL EXPECTATION 3.L.1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences

OBJECTIVE / GRADE LEVEL EXPECTATION 3.L.1.d. Form and use regular and irregular verbs

OBJECTIVE / GRADE LEVEL EXPECTATION 3.L.1.j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.

**STRAND AZ.3.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

OBJECTIVE / GRADE LEVEL EXPECTATION 3.L.2.a. Capitalize appropriate words in titles

**STRAND AZ.3.L. Language Standards**

CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening

OBJECTIVE / GRADE LEVEL EXPECTATION 3.L.3.a. Choose words and phrases for effect

Nile River, Yangtze River

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.2.	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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).
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
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**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

<b>CONCEPT / STANDARD</b>		<b>Phonics and Word Recognition</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RF.3.	<b>Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes
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OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.RF.3.b. Decode words with common Latin suffixes

**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.RF.4.a. Read grade-level text with purpose and understanding

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND**      **AZ.3.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANC  
E OBJECTIVE /  
PROFICIENCY  
LEVEL

3.W.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.)

**STRAND**      **AZ.3.W.F Writing Standards: Foundational Skills**

CONCEPT / STANDARD		Spelling
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.WF.3.	Know and apply spelling conventions and patterns

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.WF.3.d Spell regular two-and three-syllable words that:

GRADE LEVEL  
EXPECTATION

3.WF.3.d. Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion)  
2.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.SL.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

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.SL.1.a. 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

OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.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)
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding based on the discussion.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)

**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.1.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.4.	<b>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.</b>

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.4.a.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.4.c.	Use sentence-level context as a clue to the meaning of a word or phrases.
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.6.	Acquire and use accurately 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).
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Orchestra and Conductor

**Arizona's College and Career Ready Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.2.	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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).
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
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**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

<b>CONCEPT / STANDARD</b>		<b>Phonics and Word Recognition</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RF.3.</b>	<b>Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.3.b.	Decode words with common Latin suffixes
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**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

<b>CONCEPT / STANDARD</b>		<b>Fluency</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
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**STRAND**      **AZ.3.W.F Writing Standards: Foundational Skills**

CONCEPT / STANDARD		Spelling
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.WF.3.	Know and apply spelling conventions and patterns
OBJECTIVE / GRADE LEVEL EXPECTATION	3.WF.3.d	Spell regular two-and three-syllable words that:

GRADE LEVEL EXPECTATION	3.WF.3.d.	Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion)
	2.	

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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

OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.	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
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.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)
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding based on the discussion.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)
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**STRAND AZ.3.L. Language Standards**

CONCEPT / STANDARD		<b>Conventions of Standard English</b>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.1.	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
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**STRAND AZ.3.L. Language Standards**

CONCEPT / STANDARD		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.4.	<b>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.</b>

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.4.a.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.4.c.	Use sentence-level context as a clue to the meaning of a word or phrases.
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**STRAND AZ.3.L. Language Standards**

CONCEPT / STANDARD		<b>Vocabulary Acquisition and Use</b>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.5.	<b>Demonstrate understanding of word relationships and nuances in word meanings</b>

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)
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**STRAND AZ.3.L. Language Standards**

CONCEPT / STANDARD		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.6.	Acquire and use accurately 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).
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Roanoke, Part 1

Arizona's College and Career Ready Standards  
Language Arts  
Grade 3 - Adopted: 2016

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.2.	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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).
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
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**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

<b>CONCEPT / STANDARD</b>		<b>Fluency</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>

OBJECTIVE / GRADE LEVEL EXPECTATION      3.RF.4.a.      Read grade-level text with purpose and understanding

OBJECTIVE / GRADE LEVEL EXPECTATION      3.RF.4.c.      Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL      3.W.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.)

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL      3.W.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.)

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL      3.W.8.      Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL      3.W.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.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL      3.SL.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

OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.	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
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.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)
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding based on the discussion.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)

**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs

OBJECTIVE / GRADE LEVEL EXPECTATION      3.L.1.j.      Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.

**STRAND      AZ.3.L.      Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening</b>

OBJECTIVE / GRADE LEVEL EXPECTATION      3.L.3.a.      Choose words and phrases for effect

**STRAND      AZ.3.L.      Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.4.</b>	<b>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.</b>

OBJECTIVE / GRADE LEVEL EXPECTATION      3.L.4.c.      Use sentence-level context as a clue to the meaning of a word or phrases.

**STRAND      AZ.3.L.      Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings</b>

OBJECTIVE / GRADE LEVEL EXPECTATION      3.L.5.a.      Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)

**STRAND      AZ.3.L.      Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.6.</b>	<b>Acquire and use accurately 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).</b>

**STRAND      AZ.3.W.      Writing Standards**

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly

OBJECTIVE / GRADE LEVEL EXPECTATION  
3.W.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

OBJECTIVE / GRADE LEVEL EXPECTATION  
3.W.2.b. Develop the topic with facts, definitions, and details

**STRAND AZ.3.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  
3.W.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.)

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  
3.W.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 OBJECTIVE / PROFICIENCY LEVEL  
3.W.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.

**STRAND AZ.3.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  
3.W.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.

**STRAND AZ.3.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  
3.L.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

OBJECTIVE / GRADE LEVEL EXPECTATION  
3.L.1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences



OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.2.</b>	<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Knowledge of Language</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.3.a.	Choose words and phrases for effect
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Roman Colosseum

**Arizona's College and Career Ready Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.2.	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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).
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
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**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

<b>CONCEPT / STANDARD</b>		<b>Fluency</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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 OBJECTIVE / PROFICIENCY LEVEL	3.W.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.

**STRAND**      **AZ.3.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.	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
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.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)
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding based on the discussion.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.2.</b>	<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Knowledge of Language</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.3.a.	Choose words and phrases for effect
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.4.</b>	<b>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.</b>
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OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.4.c. Use sentence-level context as a clue to the meaning of a word or phrases.

**STRAND AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings</b>

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)

**STRAND AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE OBJECTIVE /  
PROFICIENCY LEVEL

3.L.6. Acquire and use accurately 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

**Arizona's College and Career Ready Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
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PERFORMANCE OBJECTIVE /  
PROFICIENCY LEVEL

3.RI.2. Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.

**STRAND AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE OBJECTIVE /  
PROFICIENCY LEVEL

3.RI.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.

**STRAND AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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).
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
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**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

<b>CONCEPT / STANDARD</b>		<b>Fluency</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.SL.1.</b>	<b>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</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.	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
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.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)
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding based on the discussion.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)

**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.

**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.4.</b>	<b>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.</b>

OBJECTIVE / GRADE LEVEL EXPECTATION      3.L.4.c.      Use sentence-level context as a clue to the meaning of a word or phrases.

**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings</b>

OBJECTIVE / GRADE LEVEL EXPECTATION      3.L.5.a.      Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)

**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.6.</b>	<b>Acquire and use accurately 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).</b>

Rooster, Part 1

**Arizona's College and Career Ready Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RI.1.</b>	<b>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RI.2.</b>	<b>Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.</b>

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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).
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
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**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

<b>CONCEPT / STANDARD</b>		<b>Fluency</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.SL.1.</b>	<b>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</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.	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
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.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)
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding based on the discussion.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)
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**STRAND**      **AZ.3.L.    Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
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**STRAND**      **AZ.3.L.    Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Knowledge of Language</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.3.a.	Choose words and phrases for effect
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**STRAND**      **AZ.3.L.    Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.4.</b>	<b>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.</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.4.c.	Use sentence-level context as a clue to the meaning of a word or phrases.
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**STRAND**      **AZ.3.L.    Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.6.	Acquire and use accurately 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).
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Rooster, Part 2

**Arizona's College and Career Ready Standards**  
**Language Arts**  
Grade 3 - Adopted: 2016

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.2.b.	Develop the topic with facts, definitions, and details
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND**      **AZ.3.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL 3.W.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.

**STRAND AZ.3.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

OBJECTIVE / GRADE LEVEL EXPECTATION 3.L.1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences

OBJECTIVE / GRADE LEVEL EXPECTATION 3.L.1.d. Form and use regular and irregular verbs

OBJECTIVE / GRADE LEVEL EXPECTATION 3.L.1.j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.

**STRAND AZ.3.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

OBJECTIVE / GRADE LEVEL EXPECTATION 3.L.2.a. Capitalize appropriate words in titles

**STRAND AZ.3.L. Language Standards**

CONCEPT / STANDARD		Knowledge of Language
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening

OBJECTIVE / GRADE LEVEL EXPECTATION 3.L.3.a. Choose words and phrases for effect

The Fox and the Crow, Part 1

**STRAND**      **AZ.3.RL. Reading Standards for Literature**

<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.2.	Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**STRAND**      **AZ.3.RL. Reading Standards for Literature**

<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.6.	Distinguish one's own point of view from that of the narrator or those of the characters.

**STRAND**      **AZ.3.RL. Reading Standards for Literature**

<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.7.	Explain how specific aspects of a 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).

**STRAND**      **AZ.3.RL. Reading Standards for Literature**

<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

<b>CONCEPT / STANDARD</b>		<b>Fluency</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION  
3.RF.4.a. Read grade-level text with purpose and understanding

OBJECTIVE / GRADE LEVEL EXPECTATION  
3.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION  
3.W.3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally

OBJECTIVE / GRADE LEVEL EXPECTATION  
3.W.3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations

OBJECTIVE / GRADE LEVEL EXPECTATION  
3.W.3.c. Use temporal words and phrases to signal event order

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  
3.W.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.)

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  
3.W.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.)

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL  
3.W.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.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.	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
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.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)
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding based on the discussion.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)

**STRAND**      **AZ.3.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking



OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.

**STRAND**      **AZ.3.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.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.

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION      3.L.4.c.      Use sentence-level context as a clue to the meaning of a word or phrases.

**STRAND**      **AZ.3.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION      3.L.5.a.      Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)

**STRAND**      **AZ.3.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.6.	Acquire and use accurately 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

**STRAND**      **AZ.3.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.2.	Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</b>

OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.3.c.	Use temporal words and phrases to signal event order
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.2.</b>	<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Knowledge of Language</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.3.a.	Choose words and phrases for effect
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.6.	Acquire and use accurately 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).
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The Theft of Thor's Hammer, Part 1
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**Arizona's College and Career Ready Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND**      **AZ.3.RL. Reading Standards for Literature**

<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.2.	Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
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**STRAND**      **AZ.3.RL. Reading Standards for Literature**

<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.6.	Distinguish one's own point of view from that of the narrator or those of the characters.
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**STRAND**      **AZ.3.RL. Reading Standards for Literature**

<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.7.	Explain how specific aspects of a 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).
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**STRAND**      **AZ.3.RL. Reading Standards for Literature**

<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
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**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

<b>CONCEPT / STANDARD</b>		<b>Phonics and Word Recognition</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RF.3.</b>	<b>Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.3.b.	Decode words with common Latin suffixes
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**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

<b>CONCEPT / STANDARD</b>		<b>Fluency</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations
OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.3.c.	Use temporal words and phrases to signal event order

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Range of Writing</b>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.

**STRAND**      **AZ.3.W.F Writing Standards: Foundational Skills**

<b>CONCEPT / STANDARD</b>		<b>Spelling</b>
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.WF.3.	<b>Know and apply spelling conventions and patterns</b>
OBJECTIVE / GRADE LEVEL EXPECTATION	3.WF.3.d	Spell regular two- and three-syllable words that:
GRADE LEVEL EXPECTATION	3.WF.3.d. 2.	Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion)

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.SL.1.</b>	<b>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</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.	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
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.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)
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding based on the discussion.
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**STRAND      AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.
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**STRAND      AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)
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**STRAND      AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
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**STRAND**      **AZ.3.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.4.	<b>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.</b>
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.4.a.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.4.c.	Use sentence-level context as a clue to the meaning of a word or phrases.

**STRAND**      **AZ.3.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.5.	<b>Demonstrate understanding of word relationships and nuances in word meanings</b>
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)

**STRAND**      **AZ.3.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.6.	Acquire and use accurately 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

**Arizona's College and Career Ready Standards**  
**Language Arts**  
 Grade 3 - Adopted: 2016

**STRAND**      **AZ.3.RL. Reading Standards for Literature**

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RL.2.	Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.



**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

<b>CONCEPT / STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RF.3.</b>	<b>Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words</b>

OBJECTIVE / GRADE LEVEL EXPECTATION      3.RF.3.a.      Identify and know the meaning of the most common prefixes and derivational suffixes

OBJECTIVE / GRADE LEVEL EXPECTATION      3.RF.3.b.      Decode words with common Latin suffixes

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</b>

OBJECTIVE / GRADE LEVEL EXPECTATION      3.W.3.a.      Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally

OBJECTIVE / GRADE LEVEL EXPECTATION      3.W.3.b.      Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations

OBJECTIVE / GRADE LEVEL EXPECTATION      3.W.3.c.      Use temporal words and phrases to signal event order

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.4.</b>	<b>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.)</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.5.</b>	<b>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.)</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.6.</b>	<b>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.</b>

**STRAND**      **AZ.3.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND**      **AZ.3.W.F Writing Standards: Foundational Skills**

CONCEPT / STANDARD		Spelling
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.WF.3.	Know and apply spelling conventions and patterns
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.WF.3.d	Spell regular two-and three-syllable words that:
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GRADE LEVEL EXPECTATION	3.WF.3.d.	Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion)
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)
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**STRAND**      **AZ.3.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.f.	Ensure subject-verb and pronoun-antecedent agreement
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.2.</b>	<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing</b>

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening</b>

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.3.a.	Choose words and phrases for effect
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.4.</b>	<b>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.</b>

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.4.a.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.6.</b>	<b>Acquire and use accurately 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).</b>

Tornadoes

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Key Ideas and Details
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.2.	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Craft and Structure
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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).
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
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**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Phonics and Word Recognition
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RF.3.	<b>Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.3.b.	Decode words with common Latin suffixes
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**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

<b>CONCEPT / STANDARD</b>		<b>Fluency</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>

OBJECTIVE / GRADE LEVEL EXPECTATION      3.RF.4.a.      Read grade-level text with purpose and understanding

OBJECTIVE / GRADE LEVEL EXPECTATION      3.RF.4.c.      Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</b>

OBJECTIVE / GRADE LEVEL EXPECTATION      3.W.2.a.      Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

OBJECTIVE / GRADE LEVEL EXPECTATION      3.W.2.b.      Develop the topic with facts, definitions, and details

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</b>

OBJECTIVE / GRADE LEVEL EXPECTATION      3.W.3.b.      Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL      3.W.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.)

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND AZ.3.W.F Writing Standards: Foundational Skills**

<b>CONCEPT / STANDARD</b>		<b>Spelling</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.WF.3.	Know and apply spelling conventions and patterns
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.WF.3.d	Spell regular two-and three-syllable words that:
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GRADE LEVEL EXPECTATION	3.WF.3.d. 2.	Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion)
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**STRAND AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.	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
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.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)
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding based on the discussion.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.2.</b>	<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Knowledge of Language</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening</b>
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OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.3.a. Choose words and phrases for effect

**STRAND AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.4.</b>	<b>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.</b>

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.4.a. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.4.c. Use sentence-level context as a clue to the meaning of a word or phrases.

**STRAND AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings</b>

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)

**STRAND AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.6.</b>	<b>Acquire and use accurately 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).</b>

Treasure Map, Part 1

**Arizona's College and Career Ready Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Key Ideas and Details</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.2.	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Craft and Structure</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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.
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.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).
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

<b>CONCEPT / STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RI.10.	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
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**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

<b>CONCEPT / STANDARD</b>		<b>Fluency</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RF.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.a.	Read grade-level text with purpose and understanding
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.SL.1.</b>	<b>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</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.	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
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.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)
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding based on the discussion.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.
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**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Knowledge of Language</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.3.a.	Choose words and phrases for effect
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.4.</b>	<b>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.</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.4.c.	Use sentence-level context as a clue to the meaning of a word or phrases.
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings</b>

OBJECTIVE / GRADE LEVEL EXPECTATION      3.L.5.a.      Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)

**STRAND      AZ.3.L.      Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL      3.L.6.      Acquire and use accurately 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

**Arizona's College and Career Ready Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND      AZ.3.W.      Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION      3.W.2.a.      Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

OBJECTIVE / GRADE LEVEL EXPECTATION      3.W.2.b.      Develop the topic with facts, definitions, and details

**STRAND      AZ.3.W.      Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL      3.W.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.)

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL      3.W.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 OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Range of Writing</b>
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.2.</b>	<b>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing</b>
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles
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**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Knowledge of Language</b>
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<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening</b>
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OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.3.a. Choose words and phrases for effect

William Penn, Part 1

Arizona's College and Career Ready Standards  
Language Arts  
Grade 3 - Adopted: 2016

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

**CONCEPT /  
STANDARD**

**Key Ideas and Details**

PERFORMANC  
E OBJECTIVE /  
PROFICIENCY  
LEVEL

3.RI.2.

Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

**CONCEPT /  
STANDARD**

**Craft and Structure**

PERFORMANC  
E OBJECTIVE /  
PROFICIENCY  
LEVEL

3.RI.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.

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

**CONCEPT /  
STANDARD**

**Integration of Knowledge and Ideas**

PERFORMANC  
E OBJECTIVE /  
PROFICIENCY  
LEVEL

3.RI.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).

PERFORMANC  
E OBJECTIVE /  
PROFICIENCY  
LEVEL

3.RI.8.

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

PERFORMANC  
E OBJECTIVE /  
PROFICIENCY  
LEVEL

3.RI.9.

Compare and contrast the most important points and key details presented in two texts on the same topic.

**STRAND**      **AZ.3.RI. Reading Standards for Informational Text**

**CONCEPT /  
STANDARD**

**Range of Reading and Level of Text Complexity**

PERFORMANC  
E OBJECTIVE /  
PROFICIENCY  
LEVEL

3.RI.10.

By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

CONCEPT / STANDARD		Fluency
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension
OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.a.	Read grade-level text with purpose and understanding
OBJECTIVE / GRADE LEVEL EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND**      **AZ.3.W. Writing Standards**

CONCEPT / STANDARD		Production and Distribution of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.)

**STRAND**      **AZ.3.W. Writing Standards**

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**STRAND**      **AZ.3.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.SL.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

OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.	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
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.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)
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.d.	Explain their own ideas and understanding based on the discussion.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Comprehension and Collaboration</b>
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.

**STRAND**      **AZ.3.SL. Speaking and Listening Standards**

<b>CONCEPT / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.SL.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.)

**STRAND**      **AZ.3.L. Language Standards**

<b>CONCEPT / STANDARD</b>		<b>Conventions of Standard English</b>
<b>PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.L.1.</b>	<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs



OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.1.j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.

**STRAND**      **AZ.3.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.2.a. Capitalize appropriate words in titles

**STRAND**      **AZ.3.L. Language Standards**

CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.3.a. Choose words and phrases for effect

**STRAND**      **AZ.3.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.L.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.

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.4.c. Use sentence-level context as a clue to the meaning of a word or phrases.

**STRAND**      **AZ.3.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)

**STRAND**      **AZ.3.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.6.	Acquire and use accurately 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).
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William Penn, Part 2

Arizona's College and Career Ready Standards  
Language Arts  
Grade 3 - Adopted: 2016

**STRAND**      **AZ.3.RF. Reading Standards: Foundational Skills**

<b>CONCEPT / STANDARD</b>		<b>Phonics and Word Recognition</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.RF.3.</b>	<b>Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words</b>

OBJECTIVE / GRADE LEVEL EXPECTATION      3.RF.3.a.      Identify and know the meaning of the most common prefixes and derivational suffixes

OBJECTIVE / GRADE LEVEL EXPECTATION      3.RF.3.b.      Decode words with common Latin suffixes

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</b>

OBJECTIVE / GRADE LEVEL EXPECTATION      3.W.2.a.      Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

OBJECTIVE / GRADE LEVEL EXPECTATION      3.W.2.b.      Develop the topic with facts, definitions, and details

**STRAND**      **AZ.3.W. Writing Standards**

<b>CONCEPT / STANDARD</b>		<b>Production and Distribution of Writing</b>
<b>PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL</b>	<b>3.W.4.</b>	<b>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.)</b>

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL      3.W.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 OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND AZ.3.W. Writing Standards**

CONCEPT / STANDARD		Range of Writing
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.W.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.
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**STRAND AZ.3.W.F Writing Standards: Foundational Skills**

CONCEPT / STANDARD		Spelling
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.WF.3.	Know and apply spelling conventions and patterns
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.WF.3.d	Spell regular two-and three-syllable words that:
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GRADE LEVEL EXPECTATION	3.WF.3.d.	Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion)
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**STRAND AZ.3.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.j.	Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
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**STRAND AZ.3.L. Language Standards**

CONCEPT / STANDARD		Conventions of Standard English
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PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL	3.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
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OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.2.a. Capitalize appropriate words in titles

**STRAND**      **AZ.3.L. Language Standards**

CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.3.a. Choose words and phrases for effect

**STRAND**      **AZ.3.L. Language Standards**

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.L.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.

OBJECTIVE /  
GRADE LEVEL  
EXPECTATION

3.L.4.a. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).