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

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).

#### 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		

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

#### STRAND AZ.3.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E 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	3.W.2.b.	Develop the topic with facts, definitions, and details

# **EXPECTATION**

STRAND

# AZ.3.W. Writing Standards

CONCEPT / STANDARD		Production and Distribution of Writing
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.)
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.)
PERFORMANC E 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
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.

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

CONCEPT / STANDARD		Comprehension and Collaboration
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

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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

CONCEPT / STANDARD	Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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
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.
GRADE LEVEL	3.L.4.c. AZ.3.L.	Use sentence-level context as a clue to the meaning of a word or phrases.  Language Standards
GRADE LEVEL EXPECTATION		
GRADE LEVEL EXPECTATION  STRAND  CONCEPT /		Language Standards

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		
PERFORMANC E 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).		
		Dolphins		
		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.Rl.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).		
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		Phonics and Word Recognition
PERFORMANC E 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
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		Text Types and Purposes
PERFORMANC E 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

AZ.3.W. Writing Standards

STRAND

CONCEPT / STANDARD		Production and Distribution of Writing
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.)
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.)
PERFORMANC E 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
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.
STRAND	AZ.3.W.F	Writing Standards: Foundational Skills
STRAND  CONCEPT / STANDARD	AZ.3.W.F	Writing Standards: Foundational Skills Spelling
CONCEPT /	AZ.3.W.F 3.WF.3.	
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	3.WF.3.	Spelling
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	3.WF.3.d	Spelling  Know and apply spelling conventions and patterns

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

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.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	
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	
PERFORMANC E 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 1	for	Informational	Text

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.Rl.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	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

LEVEL

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).

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

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY	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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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
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		Text Types and Purposes
PERFORMANC E 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
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.)
PERFORMANC E OBJECTIVE /	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.)

PROFICIENCY

LEVEL

grade 3.)

PERFORMANC E 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
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.
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. 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
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

CONCEPT / STANDARD

**Comprehension and Collaboration** 

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
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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
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.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
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
PERFORMANC E 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).
		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

CONCEPT / STANDARD	Key Ideas and Details
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PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.Rl.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.Rl.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
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
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		Text Types and Purposes
PERFORMANC E 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
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.)
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.)
PERFORMANC E 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

CONCEPT / STANDARD		Range of Writing
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.

CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL		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
OD JEOTIVE /	2011-	

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
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
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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.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
PERFORMANC E 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).

#### 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).

#### 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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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
PERFORMANC E 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
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.)
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.)
PERFORMANC E 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
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.
STRAND	AZ.3.SL.	Speaking and Listening Standards

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

CONCEPT / STANDARD		Comprehension and Collaboration
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

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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
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
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.b.	Use commas in addresses
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
GRADE LEVEL	3.L.3.a. AZ.3.L.	Choose words and phrases for effect  Language Standards
GRADE LEVEL EXPECTATION		
GRADE LEVEL EXPECTATION  STRAND  CONCEPT /		Language Standards
GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	AZ.3.L.	Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade
GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	AZ.3.L. 3.L.4.	Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.4. 3.L.4.c.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  Use sentence-level context as a clue to the meaning of a word or phrases.
GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT /	3.L.4. 3.L.4.c.	Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  Use sentence-level context as a clue to the meaning of a word or phrases.  Language Standards

STRAND	AZ.3.L.	Language Standards

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E 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).

#### Leif Eriksson

# 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).

### 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
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		Text Types and Purposes
PERFORMANC E 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
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.)
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.)
PERFORMANC E OBJECTIVE / PROFICIENCY	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
STANDARD	

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.
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
CONCEPT / STANDARD		Comprehension and Collaboration
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
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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
CONCEPT / STANDARD		Conventions of Standard English

PERFORMANC E 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.f.	Ensure subject-verb and pronoun-antecedent agreement
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
GRADE LEVEL	3.L.3.a.  AZ.3.L.	Choose words and phrases for effect  Language Standards
GRADE LEVEL EXPECTATION		
GRADE LEVEL EXPECTATION  STRAND  CONCEPT /		Language Standards

STRAND	AZ.3.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E OBJECTIVE /		Demonstrate understanding of word relationships and nuances in word meanings

OBJECTIVE / GRADE LEVEL EXPECTATION

**LEVEL** 

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
PERFORMANC E 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).

#### Magnets

# Arizona's College and Career Ready Standards Language Arts

Grade 3 - Adopted: 2016

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

	ONCEPT / ANDARD		Key Ideas and Details
E C PR	ERFORMANC OBJECTIVE / ROFICIENCY	3.Rl.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).
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
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		Text Types and Purposes
PERFORMANC E 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
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.)

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.)
PERFORMANC E 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
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.
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
CONCEPT / STANDARD		Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY	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.
LEVEL		
STRAND	AZ.3.SL.	Speaking and Listening Standards

PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
CONCEPT / STANDARD		Knowledge of Language
STRAND	AZ.3.L.	Language Standards
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.2.a.	Capitalize appropriate words in titles
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.L.2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
CONCEPT / STANDARD		Conventions of Standard English
STRAND	AZ.3.L.	Language Standards
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.
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.f.	Ensure subject-verb and pronoun-antecedent agreement
OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.1.d.	Form and use regular and irregular verbs
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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
CONCEPT / STANDARD		Conventions of Standard English
STRAND	AZ.3.L.	Language Standards
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.)
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.

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
STRAND  CONCEPT / STANDARD	AZ.3.L.	Language Standards  Vocabulary Acquisition and Use
CONCEPT /	<b>AZ.3.L.</b> 3.L.6.	
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY		Vocabulary Acquisition and Use  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
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY		Vocabulary Acquisition and Use  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).
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY		Vocabulary Acquisition and Use  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
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.L.6.	Vocabulary Acquisition and Use  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
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT /	3.L.6.	Vocabulary Acquisition and Use  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  Reading Standards for Informational Text
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	3.L.6.  AZ.3.RI.  3.RI.2.	Vocabulary Acquisition and Use  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  Reading Standards for Informational Text  Key Ideas and Details  Determine the main idea of a text, recount and paraphrase the key details and explain how they support the main
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.L.6.  AZ.3.RI.  3.RI.2.	Vocabulary Acquisition and Use  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  Reading Standards for Informational Text  Key Ideas and Details  Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.

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

PERFORMANC E OBECTIVE? PERFORMANC E OBECTIVE? PERFORMANC E OBECTIVE? PERFORMANC E OBECTIVE? PROPICIENCY LEYEL  With guidance and support from adults, produce witing in which the development and organization are appropriate to task and purpose. (Grade-specific expeciations for witing types are defined in standards 1-3 above.)  PERFORMANC E OBECTIVE? PROPICIENCY LEYEL  Writing Standards  Research to Build and Present Knowledge STRAND  AZ.3.W. Writing Standards  Research to Build and Present Knowledge STRAND  AZ.3.W. Writing Standards  CONCEPT / IEVEL  PERFORMANC E OBECTIVE? PROPICIENCY LEYEL  AZ.3.W. Writing Standards  CONCEPT / STRAND  AZ.3.W. Writing Standards  CONCEPT / STRAND  AZ.3.W. Writing Standards  CONCEPT / STRAND  AZ.3.W. Writing Standards  CONCEPT / STRANDARD  AZ.3.W. Writing Standards  CONCEPT / STRANDARD  AZ.3.L. Speaking and Listening Standards  CONCEPT / STRANDARD  AZ.3.L. Speaking and Listening Standards  CONCEPT / STRANDARD  AZ.3.L. Speaking and Listening Standards  CONCEPT / STRANDARD  AZ.3.L. Comprehension and Collaboration  STRANDARD  AZ.3.L. Speaking and Listening Standards  CONCEPT / STRANDARD  CONCEPT / STRANDARD  AZ.3.L. Speaking and Listening Standards  CONCEPT / STRANDARD  CONCEPT / STRANDARD  AZ.3.L. Speaking and Listening Standards  CONCEPT / STRANDARD  AZ.3.L. Speaking and Listening Standards  CONCEPT /			
BOBJECTIVE/ PROPRIENCY LEVEL  STRAND  AZ.3.W. Writing Standards  CONCEPT / STANDARD  CONCEPT / STANDARD  AZ.3.W. Writing Standards  Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  Recall information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  Writing Standards  AZ.3.W. Writing Standards  Range of Writing  STRAND AZ.3.SL. Speaking and Listening Standards  CONCEPT / STANDARD  AZ.3.SL. Speaking and Listening Standards  CONCEPT / Comprehension and Collaboration  STRANDARD  CONCEPT / STANDARD  AZ.3.SL. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-fed) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly writh diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly writh diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly writh diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly writh diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly writh diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly writh diverse partners on grade 3 topics and texts under discussion  CBJECTIVE / GRADE LEVEL  EXPECTATION  AZ.3.SL. Speaking and Listening Standards  CONCEPT / Comprehension and Collaboration  STRAND  AZ.3.SL. Speaking and Listening Standards  Comments to begin the from the d	E OBJECTIVE / PROFICIENCY	3.W.4.	
CONCEPT / STANDARD  Research to Build and Present Knowledge  Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  RAS. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  RAS. Writing Standards  CONCEPT / STANDARD  PERFORMANC EOBLECTIVE / STANDARD  AZ.3.SL. Speaking and Listening Standards  CONCEPT / STANDARD  AZ.3.SL. Speaking and Listening Standards  CONCEPT / STANDARD  COMPRESSION / STANDARD  COMPRESSION / STANDARD  CONCEPT / STANDARD  CONCEPT / STANDARD  AZ.3.SL. Speaking and Listening Standards  CONCEPT / STANDARD  COMPRESSION / STANDARD  COMPRESSION / STANDARD  COMPRESSION / STANDARD  CONCEPT / SAL1.a. Speaking and Listening Standards  CONCEPT / COMPRESSION AZ.3.SL. Speaking and Collaboration	E OBJECTIVE / PROFICIENCY	3.W.5.	and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including
PERFORMANC E OBJECTIVE / STANDARD  AZ.3.W. Writing Standards  CONCEPT / STANDARD  AZ.3.S.L. Speaking and Listening Standards  CONCEPT / STANDARD  AZ.3.S.L. Speaking and Listening Standards  CONCEPT / STANDARD  COMPRESSION OF A range of discipline-specific tasks, purposes, and audiences.  CONCEPT / STANDARD  COMPRESSION OF A range of discipline-specific tasks, purposes, and audiences.  CONCEPT / STANDARD  COMPRESSION OF A range of discipline-specific tasks, purposes, and audiences.  CONCEPT / STANDARD  COMPRESSION OF A range of collaboration  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 LEVEL  COBJECTIVE / GRADE LEVEL  EXPECTATION  COBJECTIVE / GRADE LEVEL  EXPECTATION  AZ.3.L. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others  EXPECTATION  AZ.3.L. Speaking and Listening Standards  CONCEPT / COMPRESSION AZ.3.S.L. Speaking and Listening Standards	STRAND	AZ.3.W.	Writing Standards
BOBLICTIVE/ PROFICIENCY LEVEL  STRAND  AZ.3.W. Writing Standards  CONCEPT / STANDARD  PERFORMANC			Research to Build and Present Knowledge
PERFORMANC BOBJECTIVE/ PROFICIENCY LEVEL  AZ.3.SL. Speaking and Listening Standards  CONCEPT / STANDARD  PERFORMANC CONCEPT / STANDARD  AZ.3.SL. Speaking and Listening Standards  COMPRESSION OF STANDARD  PERFORMANC CONCEPT / STANDARD  PERFORMANC CONCEPT / STANDARD  PERFORMANC CONCEPT / STANDARD  PERFORMANC COBJECTIVE/ PROFICIENCY LEVEL  OBJECTIVE/ PROFICIENCY  COMPRESSION OF STANDARD  DESCRIPE / GRADE LEVEL EXPECTATION  COMPRESSION OF STANDARD OTHER PROFICIENCY  COMPRESSION OF STANDARD OTHER PROFICE OF STANDARD  AZ.3.SL. Seaking and Listening Standards  COMPRESSION OF STANDARD OTHER PROFICIENCY  COMPRESSION OF STANDARD OTHER PROFICE OTH	E OBJECTIVE / PROFICIENCY	3.W.8.	· · · · · · · · · · · · · · · · · · ·
PERFORMANC C OBJECTIVE / PROFICIENCY LEVEL  STRAND  AZ.3.SL. Speaking and Listening Standards  Concept / STANDARD  DEFRORMANC C OBJECTIVE / PROFICIENCY LEVEL  STRAND  AZ.3.SL. Speaking and Listening Standards  Comprehension and Collaboration  ERFRORMANC C 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 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 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 Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others  3.SL.1.d. Explain their own ideas and understanding based on the discussion.  STRAND  AZ.3.SL. Speaking and Listening Standards  CONCEPT /  Comprehension and Collaboration	STRAND	AZ.3.W.	Writing Standards
E OBJECTIVE / PROFICIENCY LEVEL  STRAND  AZ.3.SL. Speaking and Listening Standards  CONCEPT / STANDARD  PERFORMANC   Speaking and Listening Standards  CONCEPT / STANDARD  PERFORMANC   Sobjectively 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  COBJECTIVE / STANDARD  Bingage 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  COBJECTIVE / STANDARD  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  COBJECTIVE / GRADE LEVEL EXPECTATION  Pollow 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)  COBJECTIVE / GRADE LEVEL EXPECTATION  ASL 1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others  STRAND AZ.3.SL. Speaking and Listening Standards  CONCEPT / Comprehension and Collaboration			Range of Writing
CONCEPT / STANDARD  Comprehension and Collaboration  Comprehension and 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  Comprehension and Collaboration	E OBJECTIVE / PROFICIENCY	3.W.10.	
PERFORMANC C OBJECTIVE / SUBJECTIVE / LEVEL  OBJECTIVE / LEVEL  OBJECTIVE / LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  CONCEPT / Comprehension and Collaboration			
With diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly	STRAND	AZ.3.SL.	Speaking and Listening Standards
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 / Comprehension and Collaboration	CONCEPT /	AZ.3.SL.	
GRADE LEVEL EXPECTATION  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 /  Comprehension and Collaboration	CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	3.SL.1.	Comprehension and Collaboration  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
GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  AZ.3.SL. Speaking and Listening Standards  CONCEPT /  Comprehension and Collaboration	CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	3.SL.1.	Comprehension and Collaboration  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  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and
GRADE LEVEL EXPECTATION  STRAND AZ.3.SL. Speaking and Listening Standards  CONCEPT / Comprehension and Collaboration	CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	3.SL.1.a.	Comprehension and Collaboration  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  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  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,
CONCEPT / Comprehension and Collaboration	CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.  3.SL.1.b.	Comprehension and Collaboration  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  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  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)  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks
	CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.  3.SL.1.b.	Comprehension and Collaboration  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  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  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)  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
	CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.  3.SL.1.b.  3.SL.1.c.	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  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  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)  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others  Explain their own ideas and understanding based on the discussion.

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
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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.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		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
PERFORMANC E 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 2
		Mayflower, Part 2  Arizona's College and Career Ready Standards  Language Arts  Grade 3 - Adopted: 2016
STRAND	AZ.3.W.	Arizona's College and Career Ready Standards Language Arts
STRAND CONCEPT / STANDARD	AZ.3.W.	Arizona's College and Career Ready Standards  Language Arts  Grade 3 - Adopted: 2016
CONCEPT /	3.W.2.	Arizona's College and Career Ready Standards  Language Arts  Grade 3 - Adopted: 2016  Writing Standards
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	3.W.2.	Arizona's College and Career Ready Standards  Language Arts  Grade 3 - Adopted: 2016  Writing Standards  Text Types and Purposes
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	3.W.2.	Arizona's College and Career Ready Standards  Language Arts  Grade 3 - Adopted: 2016  Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	3.W.2. 3.W.2.a.	Arizona's College and Career Ready Standards Language Arts Grade 3 - Adopted: 2016  Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	3.W.2.a. 3.W.2.b.	Arizona's College and Career Ready Standards Language Arts Grade 3 - Adopted: 2016  Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension  Develop the topic with facts, definitions, and details

PROFICIENCY LEVEL

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.)
PERFORMANC E 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
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.
STRAND	AZ.3.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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.f.	Ensure subject-verb and pronoun-antecedent agreement
GRADE LEVEL	3.L.1.f. 3.L.1.j.	Ensure subject-verb and pronoun-antecedent agreement  Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL		Write one or more paragraphs that explain a main idea within a topic and support it with details and
GRADE LEVEL EXPECTATION  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.
GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT /	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.  Language Standards

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
		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
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.Rl.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.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E 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
STRAND	AZ.3.W.	Writing Standards
CONCEPT / STANDARD		Production and Distribution of Writing
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.)
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.	Writing Standards

CONCEPT / STANDARD

Range of Writing

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.
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
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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
CONCEPT / STANDARD		Conventions of Standard English

CONCEPT / STANDARD	Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

OBJECTIVE / 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.

EXPECTATION

STRAND	AZ.3.L.	Language Standards
CONCEPT / STANDARD		Knowledge of Language
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL		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
OTTO	AZ.0.L.	Language Otanaaras

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E 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).

### My Friend, Part 2

# Arizona's College and Career Ready Standards Language Arts

Grade 3 - Adopted: 2016

STRAND	AZ.3.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E 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	3.W.2.b.	Develop the topic with facts, definitions, and details

#### STRAND AZ.3.W. Writing Standards

EXPECTATION

CONCEPT / STANDARD		Production and Distribution of Writing
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.)
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.)

PERFORMANC E 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
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.
STRAND	AZ.3.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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
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	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening

OBJECTIVE / 3.L.3.a. Choose words and phrases for effect **GRADE LEVEL EXPECTATION** 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 CONCEPT / Craft and Structure **STANDARD** PERFORMANC 3.RI.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 F OBJECTIVE / topic or subject area. **PROFICIENCY** I FVFI STRAND AZ.3.W. **Writing Standards** CONCEPT / **Text Types and Purposes STANDARD PERFORMANC** 3.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly E OBJECTIVE / **PROFICIENCY LEVEL** OBJECTIVE / 3.W.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension **GRADE LEVEL EXPECTATION** STRAND AZ.3.W. Writing Standards CONCEPT / **Production and Distribution of Writing STANDARD PERFORMANC** With guidance and support from adults, produce writing in which the development and organization are appropriate to 3.W.4. E OBJECTIVE / task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **PROFICIENCY LEVEL PERFORMANC** 3.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, E OBJECTIVE / and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including **PROFICIENCY** grade 3.) **LEVEL** STRAND AZ.3.W. **Writing Standards** CONCEPT / Range of Writing **STANDARD** 

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

**PERFORMANC** 

E OBJECTIVE /

PROFICIENCY LEVEL 3.W.10.

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
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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.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		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.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).
		My House, Part 2
		Arizona's College and Career Ready Standards  Language Arts  Grade 3 - Adopted: 2016
STRAND	AZ.3.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E 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
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.)
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.)
PERFORMANC E OBJECTIVE /	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

PROFICIENCY LEVEL

CONCEPT / STANDARD		Range of Writing
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.
STRAND	AZ.3.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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
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	AZ.3.L.	Language Standards  Knowledge of Language
CONCEPT /	AZ.3.L. 3.L.3.	

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#### 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).

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

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY	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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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
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
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. 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
PERFORMANC E OBJECTIVE /	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

CONCEPT / STANDARD	Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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

GRADE LEVEL **EXPECTATION** 

OBJECTIVE / 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  $% \left( 1\right) =\left( 1\right) \left( 1\right)$ 

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
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
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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.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
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.
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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
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
PERFORMANC E 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).
		Orchestra and Conductor
		Orchestra and Conductor  Arizona's College and Career Ready Standards  Language Arts  Grade 3 - Adopted: 2016
STRAND	AZ.3.RI.	Arizona's College and Career Ready Standards Language Arts
STRAND  CONCEPT / STANDARD	AZ.3.RI.	Arizona's College and Career Ready Standards  Language Arts  Grade 3 - Adopted: 2016
CONCEPT /	<b>AZ.3.RI.</b> 3.RI.2.	Arizona's College and Career Ready Standards  Language Arts  Grade 3 - Adopted: 2016  Reading Standards for Informational Text
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	3.Rl.2.	Arizona's College and Career Ready Standards Language Arts Grade 3 - Adopted: 2016  Reading Standards for Informational Text  Key Ideas and Details  Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.Rl.2.	Arizona's College and Career Ready Standards  Language Arts  Grade 3 - Adopted: 2016  Reading Standards for Informational Text  Key Ideas and Details  Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT /	3.Rl.2.	Arizona's College and Career Ready Standards Language Arts Grade 3 - Adopted: 2016  Reading Standards for Informational Text  Key Ideas and Details  Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.  Reading Standards for Informational Text
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	3.Rl.2.  AZ.3.Rl.  3.Rl.4.	Arizona's College and Career Ready Standards Language Arts Grade 3 - Adopted: 2016  Reading Standards for Informational Text  Key Ideas and Details  Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.  Reading Standards for Informational Text  Craft and Structure  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.Rl.2.  AZ.3.Rl.  3.Rl.4.	Arizona's College and Career Ready Standards Language Arts Grade 3 - Adopted: 2016  Reading Standards for Informational Text  Key Ideas and Details  Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.  Reading Standards for Informational Text  Craft and Structure  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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).
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		Phonics and Word Recognition
PERFORMANC E 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
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

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. 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
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
CONCEPT / STANDARD		Comprehension and Collaboration
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
CONCEPT / STANDARD		Presentation of Knowledge and Ideas

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
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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.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
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).
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

PERFORMANC E 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).
		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
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	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.

quantitative measures appropriate to grade 3.

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LEVEL

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
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.)
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. Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E 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
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.

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

CONCEPT / STANDARD	Comprehension and Collaboration
PERFORMANC E OBJECTIVE PROFICIENCY LEVEL	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
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

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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		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
PERFORMANC E 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).

Arizona's College and Career Ready Standards Language Arts

Roanoke, Part 2

Grade 3 - Adopted: 2016

STRAND AZ.3.W. Writing Standards

CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E 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
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.)
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.)
PERFORMANC E 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
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.

#### STRAND AZ.3.L. Language Standards

CONCEPT / STANDARD	'	Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL		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
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

#### Roman Colosseum

# 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	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).

### 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
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		Text Types and Purposes
PERFORMANC E 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

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CONCEPT /	Production and Distribution of Writing
STANDARD	
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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.)
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.)
PERFORMANC E 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
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.
STRAND	AZ.3.SL.	Speaking and Listening Standards
CONCEPT / STANDARD	AZ.3.SL.	Speaking and Listening Standards  Comprehension and Collaboration
CONCEPT /	3.SL.1.	
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	3.SL.1.	Comprehension and Collaboration  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
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	3.SL.1.	Comprehension and Collaboration  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  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL	3.SL.1.a.	Comprehension and Collaboration  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  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  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL EXPECTATION	3.SL.1.a.  3.SL.1.b.	Comprehension and Collaboration  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  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  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)  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks

CONCEPT / STANDARD Comprehension and Collaboration

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
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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.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
PERFORMANC E 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
		Roman Hoplite, American Quarter Horse  Arizona's College and Career Ready Standards  Language Arts  Grade 3 - Adopted: 2016
STRAND	AZ.3.RI.	Arizona's College and Career Ready Standards  Language Arts  Grade 3 - Adopted: 2016
STRAND  CONCEPT / STANDARD	AZ.3.RI.	Arizona's College and Career Ready Standards  Language Arts  Grade 3 - Adopted: 2016
CONCEPT /	<b>AZ.3.RI.</b> 3.RI.2.	Arizona's College and Career Ready Standards  Language Arts  Grade 3 - Adopted: 2016  Reading Standards for Informational Text
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	3.Rl.2.	Arizona's College and Career Ready Standards Language Arts Grade 3 - Adopted: 2016  Reading Standards for Informational Text  Key Ideas and Details  Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.Rl.2.	Arizona's College and Career Ready Standards Language Arts Grade 3 - Adopted: 2016  Reading Standards for Informational Text  Key Ideas and Details  Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT /	3.Rl.2.	Arizona's College and Career Ready Standards  Language Arts  Grade 3 - Adopted: 2016  Reading Standards for Informational Text  Key Ideas and Details  Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.  Reading Standards for Informational Text
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	3.Rl.2.  AZ.3.Rl.  3.Rl.4.	Arizona's College and Career Ready Standards Language Arts Grade 3 - Adopted: 2016  Reading Standards for Informational Text  Key Ideas and Details  Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.  Reading Standards for Informational Text  Craft and Structure  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.Rl.2.  AZ.3.Rl.  3.Rl.4.	Arizona's College and Career Ready Standards Language Arts Grade 3 - Adopted: 2016  Reading Standards for Informational Text  Key Ideas and Details  Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.  Reading Standards for Informational Text  Craft and Structure  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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).

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

CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY	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
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
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.SL. Speaking and Listening Standards

CONCEPT / STANDARD	Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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
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

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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

STRAID	AZ.J.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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
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 /	3.L.4.c.	Use sentence-level context as a clue to the meaning of a word or phrases.

**GRADE LEVEL EXPECTATION** 

#### STRAND AZ.3.L. Language Standards

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

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

#### STRAND AZ.3.L. Language Standards

3.L.5.a.

CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E 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).

#### Rooster, Part 1

### Arizona's College and Career Ready Standards Language Arts

Grade 3 - Adopted: 2016

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

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E 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.
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 / Craft and Structure STANDARD
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PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.Rl.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.Rl.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
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
PERFORMANC E OBJECTIVE I 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

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.)

PERFORMANC

E OBJECTIVE / PROFICIENCY LEVEL 3.W.4.

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.	Writing Standards
CONCEPT / STANDARD		Range of Writing
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.
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
CONCEPT / STANDARD		Comprehension and Collaboration
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
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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		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
PERFORMANC E 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).
		Rooster, Part 2
		Arizona's College and Career Ready Standards  Language Arts  Grade 3 - Adopted: 2016
STRAND	AZ.3.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E 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
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.)
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.)
PERFORMANC E 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
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.
STRAND	AZ.3.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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
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

The Fox and the Crow, Part 1

Grade 3 - Adopted: 2016

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

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E 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.
PERFORMANC E 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
CONCEPT / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E 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
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E 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

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		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
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
CONCEPT / STANDARD		Production and Distribution of Writing
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.)
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.	Writing Standards
CONCEPT / STANDARD		Range of Writing
PERFORMANC E OBJECTIVE /	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.

PROFICIENCY LEVEL

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

CONCEPT / STANDARD		Comprehension and Collaboration
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

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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

CONCEPT / STANDARD		Conventions of Standard English	
PERFORMANC E 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
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
PERFORMANC E 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

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
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PERFORMANC E 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.
PERFORMANC E 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.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
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
CONCEPT / STANDARD		Production and Distribution of Writing
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.)
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.)
PERFORMANC E 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

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.
STRAND	AZ.3.SL.	Speaking and Listening Standards
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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 deta 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
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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.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	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.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 1
		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
PERFORMANC E 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.
PERFORMANC E 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.
PERFORMANC E 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
CONCEPT / STANDARD		Craft and Structure
PERFORMANC E 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.
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.RL.6.	Distinguish one's own point of view from that of the narrator or those of the characters.
STRAND	A7 2 DI	Peading Standards for Literature

AZ.3.RL. Reading Standards for Literature

Integration of Knowledge and Ideas

STRAND

CONCEPT / STANDARD

PERFORMANC E 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
CONCEPT / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.RL.10.	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, an poetry, 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
PERFORMANC E 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
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		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

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

CONCEPT / STANDARD		Production and Distribution of Writing
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.)
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. Writing Standards

CONCEPT / STANDARD		Range of Writing
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.

## 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. 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
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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
CONCEPT / STANDARD		Comprehension and Collaboration
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
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.L.1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

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

OBJECTIVE /

GRADE LEVEL

EXPECTATION

conclusions/closure.

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).
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	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
PERFORMANC E 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
PERFORMANC E 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.
PERFORMANC E 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

CONCEPT / STANDARD		Phonics and Word Recognition
PERFORMANC E 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.W. Writing Standards

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

LEVEL

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

## 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. 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		Presentation of Knowledge and Ideas
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

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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.f.	Ensure subject-verb and pronoun-antecedent agreement

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.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).
STRAND	AZ.3.L.	Language Standards
CONCEPT / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E 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).

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

Tornadoes

CONCEPT / STANDARD		Key Ideas and Details
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.Rl.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.Rl.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
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		Phonics and Word Recognition
PERFORMANC E 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 /	3.RF.3.b.	Decode words with common Latin suffixes

GRADE LEVEL EXPECTATION

#### 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		Text Types and Purposes
PERFORMANC E 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		Text Types and Purposes
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
OBJECTIVE /	3.W.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the

GRADE LEVEL **EXPECTATION**  response of characters to situations

#### STRAND AZ.3.W. Writing Standards

CONCEPT / STANDARD		Production and Distribution of Writing
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.)

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.)
PERFORMANC E 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
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.
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. 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
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	3.SL.1.d.	Explain their own ideas and understanding based on the discussion.

**EXPECTATION** 

STRAND	AZ.3.SL.	Speaking and	Listening	Standards

CONCEPT / STANDARD		Comprehension and Collaboration
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
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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.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 /		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).
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
	3.L.6.	Vocabulary Acquisition and Use  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).

## 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
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PERFORMANC E 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.
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).
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
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension

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

OBJECTIVE / GRADE LEVEL EXPECTATION

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
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.)
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. Writing Standards

CONCEPT / STANDARD		Range of Writing
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.

#### 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

CONCEPT / STANDARD	Comprehension and Collaboration
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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
CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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.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		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.

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

## STRAND AZ.3.L. Language Standards

3.L.4.c.

OBJECTIVE /

GRADE LEVEL EXPECTATION

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
PERFORMANC E 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
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E 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
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.)
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.)

PERFORMANC E 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
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.
STRAND	AZ.3.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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
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

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.Rl.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	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.

E OBJECTIVE /

PROFICIENCY

LEVEL

#### 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
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.)
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. Writing Standards

CONCEPT / STANDARD		Research to Build and Present Knowledge
PERFORMANC E 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.

#### AZ.3.W. Writing Standards STRAND

CONCEPT / STANDARD		Range of Writing
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.

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

CONCEPT / STANDARD	Comprehension and Collaboration
PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL	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
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

CONCEPT / STANDARD		Presentation of Knowledge and Ideas
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

CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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
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	AZ.3.L.	Vocabulary Acquisition and Use
CONCEPT /	3.L.4.	
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	3.L.4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	3.L.4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.4.c.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  Use sentence-level context as a clue to the meaning of a word or phrases.
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT /	3.L.4.c. AZ.3.L.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  Use sentence-level context as a clue to the meaning of a word or phrases.  Language Standards
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY	3.L.4.c. AZ.3.L.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  Use sentence-level context as a clue to the meaning of a word or phrases.  Language Standards  Vocabulary Acquisition and Use
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL	3.L.4.c. AZ.3.L. 3.L.5.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  Use sentence-level context as a clue to the meaning of a word or phrases.  Language Standards  Vocabulary Acquisition and Use  Demonstrate understanding of word relationships and nuances in word meanings
CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION  STRAND  CONCEPT / STANDARD  PERFORMANC E OBJECTIVE / PROFICIENCY LEVEL  OBJECTIVE / GRADE LEVEL EXPECTATION	3.L.4.c. AZ.3.L. 3.L.5.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  Use sentence-level context as a clue to the meaning of a word or phrases.  Language Standards  Vocabulary Acquisition and Use  Demonstrate understanding of word relationships and nuances in word meanings  Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)

PERFORMANC E 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).
		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
CONCEPT / STANDARD		Phonics and Word Recognition
PERFORMANC E 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.W.	Writing Standards
CONCEPT / STANDARD		Text Types and Purposes
PERFORMANC E 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
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.)
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.)

PERFORMANC E 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
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.
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. 2.	Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion)
STRAND	AZ.3.L.	Language Standards
CONCEPT / STANDARD		Conventions of Standard English
PERFORMANC E 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
GRADE LEVEL	3.L.1.j.	Form and use regular and irregular verbs  Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
GRADE LEVEL EXPECTATION  OBJECTIVE / GRADE LEVEL		Write one or more paragraphs that explain a main idea within a topic and support it with details and
GRADE LEVEL EXPECTATION  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.

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	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).

EXPECTATION