Main Criteria: Adventures in Writing

Secondary Criteria: Colorado Academic Standards (CAS)

Subject: Language Arts

Grade: 3

Adventures in Writing

Benjamin Franklin's Lightning Rod

Colorado Academic Standards (CAS)

Language Arts

Grade 3 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1 .a.	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. (CCSS: SL 3.1)
INDICATOR	RW.3.1.1. a.i.	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. (CCSS: SL.3.1a)
INDICATOR	RW.3.1.1. a.ii.	Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)
INDICATOR	RW.3.1.1. a.iii.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)
INDICATOR	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1. b.	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. (CCSS: SL 3.2)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.2. a.	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. (CCSS: SL.3.4)
EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .a.	Use Key Ideas and Details to:
INDICATOR	RW.3.2.2. a.ii.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
INDICATOR	RW.3.2.2. a.iii.	Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.3.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)

STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.3.2.2. c.i.	Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). (CCSS: RI.3.7)
INDICATOR	RW.3.2.2. c.ii.	Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.3.2.2. d.i.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
INDICATOR	RW.3.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
INDICATOR	RW.3.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.3.4c)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.3.2.3 .c.	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. (CCSS: L.3.4)
INDICATOR	RW.3.2.3. c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)
INDICATOR	RW.3.2.3. c.vi.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
INDICATOR	RW.3.2.3. d.i.	Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3. e.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	DW 0.0.0	Write informative/explanatory texts developed with facts, definitions, and details, ending with a
	RW.3.3.2	related concluding statement.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.3.3.2	
AND SKILLS / EVIDENCE	RW.3.3.2 RW.3.3.2. a.	related concluding statement.
AND SKILLS / EVIDENCE OUT COMES	RW.3.3.2. a.	related concluding statement. Evidence Outcomes Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)
INDICATOR	RW.3.3.4. a.i.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
INDICATOR	RW.3.3.4. a.vii.	Use coordinating and subordinating conjunctions. (CCSS: L.3.1h)
INDICATOR	RW.3.3.4. a.viii.	Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions. (adapted from CCSS: L.3.1i)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
INDICATOR	RW.3.3.4. b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)
INDICATOR	RW.3.3.4. b.v.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e)
INDICATOR	RW.3.3.4. b.vi.	Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
EVIDENCE OUTCOMES	RW.3.3.4.f	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. (CCSS: W.3.6)
EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)
CONTENT AREA	RW.3.4.	Research Inquiry and Design
STANDARD	RW.3.4. 1.	Gather, interpret, and communicate information discovered during short research projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.4.1. b.	Interpret and communicate the information learned by developing a brief summary with supporting details.
EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.
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		Colorado Academic Standards (CAS) Language Arts
		Grade 3 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1 .a.	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. (CCSS: SL 3.1)
INDICATOR	RW.3.1.1. a.i.	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. (CCSS: SL.3.1a)
INDICATOR	RW.3.1.1. a.ii.	Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)
INDICATOR	RW.3.1.1. a.iii.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)
INDICATOR	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1. b.	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. (CCSS: SL 3.2)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.2. a.	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. (CCSS: SL.3.4)
EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.3.2.2 .a.	Use Key Ideas and Details to:
INDICATOR	RW.3.2.2. a.ii.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
INDICATOR	RW.3.2.2. a.iii.	Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.3.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.3.2.2. c.i.	Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). (CCSS: RI.3.7)
INDICATOR	RW.3.2.2. c.ii.	Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.3.2.2 .d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.3.2.2. d.i.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)
INDICATOR	RW.3.2.3. a.i.	Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)
INDICATOR	RW.3.2.3. a.ii.	Decode words with common Latin suffixes. (CCSS: RF.3.3b)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.3.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
INDICATOR	RW.3.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
INDICATOR	RW.3.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.3.4c)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.3.2.3 .c.	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. (CCSS: L.3.4)
INDICATOR	RW.3.2.3. c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)
INDICATOR	RW.3.2.3. c.ii.	Determine the meaning of the new word formed when a known affix is added to a known word (for example: agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (CCSS: L.3.4b)

INDICATOR	RW.3.2.3. c.vi.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
INDICATOR	RW.3.2.3. d.i.	Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3. e.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3.2	Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.2. a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)
EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
EVIDENCE OUTCOMES	RW.3.3.2. d.	Provide a concluding statement or section. (CCSS: W.3.2d)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.3.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)
INDICATOR	RW.3.3.4. a.i.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
INDICATOR	RW.3.3.4. a.iii.	Form and use regular and irregular verbs. (CCSS: L.3.1d)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
INDICATOR	RW.3.3.4. b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)
INDICATOR	RW.3.3.4. b.v.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e)
INDICATOR	RW.3.3.4. b.vi.	Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)

EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
EVIDENCE OUTCOMES	RW.3.3.4.f	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. (CCSS: W.3.6)
EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)
CONTENT AREA	RW.3.4.	Research Inquiry and Design
STANDARD	RW.3.4. 1.	Gather, interpret, and communicate information discovered during short research projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.4.1. b.	Interpret and communicate the information learned by developing a brief summary with supporting details.
EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.
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		Colorado Academic Standards (CAS) Language Arts Grade 3 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD		
	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD		Understand how language functions in different contexts, command a variety of word-learning strategies to assist
	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	5 7 9	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking. Craft informational/explanatory texts using techniques specific to the genre.
STANDARD STANDARD CONTENT	5 7 9 RW.3.1.	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking. Craft informational/explanatory texts using techniques specific to the genre. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD STANDARD CONTENT AREA	5 7 9 RW.3.1.	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking. Craft informational/explanatory texts using techniques specific to the genre. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products. Oral Expression and Listening
STANDARD STANDARD CONTENT AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE	5 7 9 RW.3.1.	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking. Craft informational/explanatory texts using techniques specific to the genre. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products. Oral Expression and Listening Participate cooperatively in group activities.

INDICATOR	RW.3.1.1. a.i.	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. (CCSS: SL.3.1a)
INDICATOR	RW.3.1.1. a.ii.	Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)
INDICATOR	RW.3.1.1. a.iii.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)
INDICATOR	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1. b.	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. (CCSS: SL 3.2)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.2. a.	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. (CCSS: SL.3.4)
EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .a.	Use Key Ideas and Details to:
INDICATOR	RW.3.2.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS:

INDICATOR RW.3.2.2. Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. a.iii.

CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.3.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.3.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.3.2.2. c.i.	Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). (CCSS: RI.3.7)
INDICATOR	RW.3.2.2. c.ii.	Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.3.2.2. d.i.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)
INDICATOR	RW.3.2.3. a.i.	Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)
INDICATOR	RW.3.2.3. a.ii.	Decode words with common Latin suffixes. (CCSS: RF.3.3b)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
INDICATOR	RW.3.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
INDICATOR	RW.3.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.3.4c)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .c.	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. (CCSS: L.3.4)
INDICATOR	RW.3.2.3. c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)
INDICATOR	RW.3.2.3. c.ii.	Determine the meaning of the new word formed when a known affix is added to a known word (for example: agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (CCSS: L.3.4b)
INDICATOR	RW.3.2.3. c.iii.	Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.
INDICATOR	RW.3.2.3. c.vi.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CONTENT	RW.3.2.	Reading for All Purposes

STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
INDICATOR	RW.3.2.3. d.i.	Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3. e.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3.2	Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
AND SKILLS / EVIDENCE	RW.3.3.2. a.	Evidence Outcomes
AND SKILLS / EVIDENCE OUT COMES		Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE EVIDENCE	a. RW.3.3.2. b.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE EVIDENCE	a. RW.3.3.2. b. RW.3.3.2. d.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a) Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE	a. RW.3.3.2. b. RW.3.3.2. d.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a) Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) Provide a concluding statement or section. (CCSS: W.3.2d)
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	a. RW.3.3.2. b. RW.3.3.2. d. RW.3.3.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a) Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) Provide a concluding statement or section. (CCSS: W.3.2d) Writing and Composition Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE	a. RW.3.3.2. b. RW.3.3.2. d. RW.3.3.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a) Develop the topic with facts, definitions, and details. (CCSS: W.3.2b) Provide a concluding statement or section. (CCSS: W.3.2d) Writing and Composition Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

INDICATOR	RW.3.3.4. a.iii.	Form and use regular and irregular verbs. (CCSS: L.3.1d)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
INDICATOR	RW.3.3.4. b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)
INDICATOR	RW.3.3.4. b.v.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e)
INDICATOR	RW.3.3.4. b.vi.	Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE		
OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
	d.	

EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)
CONTENT AREA	RW.3.4.	Research Inquiry and Design
STANDARD	RW.3.4. 1.	Gather, interpret, and communicate information discovered during short research projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.4.1. b.	Interpret and communicate the information learned by developing a brief summary with supporting details.
EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.
		Hannibal's War
		Colorado Academic Standards (CAS)
		Language Art s
		Grade 3 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1 .a.	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. (CCSS: SL 3.1)
INDICATOR	RW.3.1.1. a.i.	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. (CCSS: SL.3.1a)
INDICATOR	RW.3.1.1. a.ii.	Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)

INDICATOR	RW.3.1.1. a.iii.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)
INDICATOR	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1. b.	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. (CCSS: SL 3.2)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.2. a.	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. (CCSS: SL.3.4)
EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .a.	Use Key Ideas and Details to:
INDICATOR	RW.3.2.2. a.ii.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
INDICATOR	RW.3.2.2. a.iii.	Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CONTENT	RW.3.2.	Reading for All Purposes

STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.3.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.3.2.2. c.i.	Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). (CCSS: RI.3.7)
INDICATOR	RW.3.2.2. c.ii.	Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)
CONTENT	RW.3.2.	Reading for All Purposes
AREA		
AREA ST AND ARD		Apply strategies to fluently read and comprehend various informational texts.
		- ·
ST ANDARD CONCEPT S AND SKILLS / EVIDENCE	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts. Evidence Outcomes Use Range of Reading and Complexity of Text to:
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts. Evidence Outcomes Use Range of Reading and Complexity of Text to: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS:
ST ANDARD CONCEPT S AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts. Evidence Outcomes Use Range of Reading and Complexity of Text to: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)
ST AND ARD CONCEPT S AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts. Evidence Outcomes Use Range of Reading and Complexity of Text to: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10) Reading for All Purposes Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word
ST ANDARD CONCEPT S AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE	RW.3.2.2 RW.3.2.2 d.i. RW.3.2.2. d.i. RW.3.2.3	Apply strategies to fluently read and comprehend various informational texts. Evidence Outcomes Use Range of Reading and Complexity of Text to: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10) Reading for All Purposes Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

INDICATOR	RW.3.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.3.4c)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.3.2.3 .c.	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. (CCSS: L.3.4)
INDICATOR	RW.3.2.3. c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)
INDICATOR	RW.3.2.3. c.vi.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
INDICATOR	RW.3.2.3. d.i.	Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3. e.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3.2	Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.3.3.2. a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)
EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)
INDICATOR	RW.3.3.4. a.i.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS /		Evidence Outcomes
EVIDENCE OUTCOMES		
-	RW.3.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
OUTCOMES	4.b.	
OUTCOMES EVIDENCE OUTCOMES	4.b. RW.3.3.4.	Spelling when writing. (CCSS: L.3.2) Capitalize appropriate words in titles. (CCSS: L.3.2a)
OUTCOMES EVIDENCE OUTCOMES INDICATOR	4.b. RW.3.3.4. b.i. RW.3.3.4.	spelling when writing. (CCSS: L.3.2) Capitalize appropriate words in titles. (CCSS: L.3.2a) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e)
OUT COMES EVIDENCE OUT COMES INDICATOR	4.b. RW.3.3.4. b.i. RW.3.3.4. b.v. RW.3.3.4.	spelling when writing. (CCSS: L.3.2) Capitalize appropriate words in titles. (CCSS: L.3.2a) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e) Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns,
OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR INDICATOR CONTENT	4.b. RW.3.3.4. b.i. RW.3.3.4. b.v. RW.3.3.4. b.vi.	spelling when writing. (CCSS: L.3.2) Capitalize appropriate words in titles. (CCSS: L.3.2a) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e) Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)
OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR INDICATOR CONTENT AREA	4.b. RW.3.3.4. b.i. RW.3.3.4. b.v. RW.3.3.4. b.vi. RW.3.3.4. b.vi. RW.3.3.4.	spelling when writing. (CCSS: L.3.2) Capitalize appropriate words in titles. (CCSS: L.3.2a) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e) Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f) Writing and Composition Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions
OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR INDICATOR INDICATOR CONTENT AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE	4.b. RW.3.3.4. b.i. RW.3.3.4. b.v. RW.3.3.4. b.vi. RW.3.3.4. b.vi. RW.3.3.4.	spelling when writing. (CCSS: L.3.2) Capitalize appropriate words in titles. (CCSS: L.3.2a) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e) Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f) Writing and Composition Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

CONTENT RW.3.3. Writing and Composition AREA

STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
EVIDENCE OUTCOMES	RW.3.3.4.f	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. (CCSS: W.3.6)
EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)
CONTENT AREA	RW.3.4.	Research Inquiry and Design
STANDARD	RW.3.4. 1.	Gather, interpret, and communicate information discovered during short research projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.4.1. b.	Interpret and communicate the information learned by developing a brief summary with supporting details.
EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.
		John Muir
		Colorado Academic Standards (CAS) Language Arts Grade 3 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT RW.3.1. AREA

RW.3.1. Oral Expression and Listening

STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
	RW.3.1.1 .a.	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. (CCSS: SL 3.1)
INDICATOR	RW.3.1.1. a.i.	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. (CCSS: SL.3.1a)
	RW.3.1.1. a.ii.	Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)
	RW.3.1.1. a.iii.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)
	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
CONTENT	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1. b.	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. (CCSS: SL 3.2)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
	RW.3.1.2. a.	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. (CCSS: SL.3.4)
	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
CONTENT	RW.3.2.	Reading for All Purposes

STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .a.	Use Key Ideas and Details to:
INDICATOR	RW.3.2.2. a.ii.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
INDICATOR	RW.3.2.2. a.iii.	Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.3.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.3.2.2. c.i.	Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). (CCSS: RI.3.7)
INDICATOR	RW.3.2.2. c.ii.	Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.3.2.2. d.i.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
INDICATOR	RW.3.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
INDICATOR	RW.3.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.3.4c)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .c.	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. (CCSS: L.3.4)
INDICATOR	RW.3.2.3. c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)
INDICATOR	RW.3.2.3. c.vi.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
INDICATOR	RW.3.2.3. d.i.	Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3. e.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3.2	Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.2. a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)
EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
EVIDENCE OUTCOMES	RW.3.3.2. d.	Provide a concluding statement or section. (CCSS: W.3.2d)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)
INDICATOR	RW.3.3.4. a.i.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
INDICATOR	RW.3.3.4. a.iii.	Form and use regular and irregular verbs. (CCSS: L.3.1d)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
INDICATOR	RW.3.3.4. b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)

INDICATOR	RW.3.3.4. b.ii.	Use commas in addresses. (CCSS: L.3.2b)
INDICATOR	RW.3.3.4. b.v.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e)
INDICATOR	RW.3.3.4. b.vi.	Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
	e.	
OUTCOMES	e. RW.3.3.4.f	and editing. (CCSS: W.3.5) With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as
OUTCOMES EVIDENCE OUTCOMES EVIDENCE	e. RW.3.3.4.f RW.3.3.4. g.	and editing. (CCSS: W.3.5) 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. (CCSS: W.3.6) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	e. RW.3.3.4.f RW.3.3.4. g.	and editing. (CCSS: W.3.5) 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. (CCSS: W.3.6) 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. (CCSS.W.3.10)
OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	e. RW.3.3.4.f RW.3.3.4. g. RW.3.4. RW.3.4.	and editing. (CCSS: W.3.5) 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. (CCSS: W.3.6) 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. (CCSS.W.3.10) Research Inquiry and Design

EVIDENCE
OUTCOMES

Leif Eriksson Colorado Academic Standards (CAS) Language Arts Grade 3 - Adopted: 2018 CONTENT Prepared Graduates in Reading, Writing, and Communicating AREA STANDARD 2 Deliver effective oral presentations for varied audiences and varied purposes. STANDARD Read a wide range of informational texts to build knowledge and to better understand the human experience. 4 STANDARD 5 Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking. STANDARD 7 Craft informational/explanatory texts using techniques specific to the genre. STANDARD 9 Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products. CONTENT RW.3.1. **Oral Expression and Listening** AREA **STANDARD** RW.3.1.1 Participate cooperatively in group activities. Evidence Outcomes CONCEPTS AND SKILLS / EVIDENCE OUTCOMES **EVIDENCE** RW.3.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) OUTCOMES with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own .a. clearly. (CCSS: SL 3.1) INDICATOR RW.3.1.1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and a.i. other information known about the topic to explore ideas under discussion. (CCSS: SL.3.1a) INDICATOR RW.3.1.1. Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with a.ii. care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b) INDICATOR RW.3.1.1. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c) a.iii. INDICATOR RW.3.1.1. Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d) a.iv. CONTENT RW.3.1. Oral Expression and Listening AREA **STANDARD** RW.3.1.1 Participate cooperatively in group activities. CONCEPTS Evidence Outcomes AND SKILLS / **EVIDENCE** OUTCOMES

EVIDENCE OUTCOMES	RW.3.1.1. b.	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. (CCSS: SL 3.2)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.2. a.	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. (CCSS: SL.3.4)
EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .a.	Use Key Ideas and Details to:
INDICATOR	RW.3.2.2. a.ii.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
INDICATOR	RW.3.2.2. a.iii.	Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.3.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
CONTENT AREA	RW.3.2.	Reading for All Purposes

STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.3.2.2. c.i.	Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). (CCSS: RI.3.7)
INDICATOR	RW.3.2.2. c.ii.	Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
		Use Range of Reading and Complexity of Text to:
EVIDENCE OUTCOMES	.d.	
		By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)
OUTCOMES	RW.3.2.2. d.i.	technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. (CCSS:
OUT COMES INDICATOR CONT ENT	RW.3.2.2. d.i. RW.3.2.	technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)
OUT COMES INDICATOR CONT ENT AREA	RW.3.2.2. d.i. RW.3.2.	technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10) Reading for All Purposes Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word
OUT COMES INDICATOR CONTENT AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE	RW.3.2.2. d.i. RW.3.2. RW.3.2.3	technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10) Reading for All Purposes Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
OUT COMES INDICATOR CONTENT AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE EVIDENCE	RW.3.2.2. d.i. RW.3.2.3 RW.3.2.3 b.	technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10) Reading for All Purposes Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary. Evidence Outcomes
OUT COMES INDICATOR CONTENT AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.3.2.2. d.i. RW.3.2.3	technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10) Reading for All Purposes Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary. Evidence Outcomes Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
OUT COMES INDICATOR CONTENT AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.3.2.2. d.i. RW.3.2.3	technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10) Reading for All Purposes Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary. Evidence Outcomes Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4) Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
OUT COMES INDICATOR CONTENT AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES INDICATOR INDICATOR	RW.3.2.2. d.i. RW.3.2.3	technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10) Reading for All Purposes Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary. Evidence Outcomes Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4) Read grade-level text with purpose and understanding. (CCSS: RF.3.4a) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.3.4c)
OUT COMES INDICATOR CONTENT AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES INDICATOR INDICATOR	RW.3.2.2. d.i. RW.3.2.3	technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10) Reading for All Purposes Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary. Evidence Outcomes Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4) Read grade-level text with purpose and understanding. (CCSS: RF.3.4a) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.3.4c) Reading for All Purposes Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word

INDICATOR	RW.3.2.3. c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)
INDICATOR	RW.3.2.3. c.iii.	Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.
INDICATOR	RW.3.2.3. c.vi.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
INDICATOR	RW.3.2.3. d.i.	Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3. e.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3.2	Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.2. a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)
EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
EVIDENCE OUTCOMES	RW.3.3.2. d.	Provide a concluding statement or section. (CCSS: W.3.2d)
CONTENT		Writing and Composition

STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)
INDICATOR	RW.3.3.4. a.i.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
INDICATOR	RW.3.3.4. a.iii.	Form and use regular and irregular verbs. (CCSS: L.3.1d)
INDICATOR	RW.3.3.4. a.v.	Ensure pronoun-antecedent agreement. (adapted from CCSS: L.3.1f)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
INDICATOR	RW.3.3.4. b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)
INDICATOR	RW.3.3.4. b.v.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e)
INDICATOR	RW.3.3.4. b.vi.	Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
EVIDENCE OUTCOMES	RW.3.3.4.f	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. (CCSS: W.3.6)
EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)
CONTENT AREA	RW.3.4.	Research Inquiry and Design
STANDARD	RW.3.4. 1.	Gather, interpret, and communicate information discovered during short research projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.4.1. b.	Interpret and communicate the information learned by developing a brief summary with supporting details.
EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.
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		Colorado Academic Standards (CAS) Language Arts
		Grade 3 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1 .a.	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. (CCSS: SL 3.1)
INDICATOR	RW.3.1.1. a.i.	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. (CCSS: SL.3.1a)
INDICATOR	RW.3.1.1. a.ii.	Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)
INDICATOR	RW.3.1.1. a.iii.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)
INDICATOR	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1. b.	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. (CCSS: SL 3.2)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.2. a.	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. (CCSS: SL.3.4)
EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.3.2.2 .a.	Use Key Ideas and Details to:
INDICATOR	RW.3.2.2. a.ii.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
INDICATOR	RW.3.2.2. a.iii.	Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.3.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.3.2.2. c.i.	Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). (CCSS: RI.3.7)
INDICATOR	RW.3.2.2. c.ii.	Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.3.2.2 .d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.3.2.2. d.i.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
INDICATOR	RW.3.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
INDICATOR	RW.3.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.3.4c)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .c.	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. (CCSS: L.3.4)
INDICATOR	RW.3.2.3. c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)
INDICATOR	RW.3.2.3. c.vi.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
INDICATOR	RW.3.2.3. d.i.	Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3. e.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)
CONT ENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3.2	Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.2. a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)
EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
EVIDENCE OUTCOMES	RW.3.3.2. d.	Provide a concluding statement or section. (CCSS: W.3.2d)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions
	4.	of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	4.	of grammar, capitalization, punctuation, and spelling. Evidence Outcomes
AND SKILLS / EVIDENCE	4. RW.3.3. 4.a.	
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.3.3.	Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.3.3. 4.a. RW.3.3.4. a.i.	Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.3.3. A.a. RW.3.3.4. a.i. RW.3.3.4. a.iii.	Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.3.3. A.a. RW.3.3.4. a.i. RW.3.3.4. a.iii. RW.3.3.4. a.v.	Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a) Form and use regular and irregular verbs. (CCSS: L.3.1d)
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR INDICATOR INDICATOR	RW.3.3. A.a. RW.3.3.4. a.i. RW.3.3.4. a.iii. RW.3.3.4. a.v.	Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a) Form and use regular and irregular verbs. (CCSS: L.3.1d) Ensure pronoun-antecedent agreement. (adapted from CCSS: L.3.1f)
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR INDICATOR INDICATOR	RW.3.3. 4.a. RW.3.3.4. a.i. RW.3.3.4. a.iii. RW.3.3.4. a.w. RW.3.3.4. a.w. RW.3.3.4. a.w. RW.3.3.4. a.w. RW.3.3.4. a.w. RW.3.3.4. a.w.	Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a) Form and use regular and irregular verbs. (CCSS: L.3.1d) Ensure pronoun-antecedent agreement. (adapted from CCSS: L.3.1f) Writing and Composition Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions

INDICATOR	RW.3.3.4. b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)
INDICATOR	RW.3.3.4. b.v.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e)
INDICATOR	RW.3.3.4. b.vi.	Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
AND SKILLS / EVIDENCE	RW.3.3.4. d.	Evidence Outcomes With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
AND SKILLS / EVIDENCE OUT COMES	d.	With guidance and support from adults, produce writing in which the development and organization are appropriate
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE EVIDENCE	d. RW.3.3.4. e.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE EVIDENCE	d. RW.3.3.4. e. RW.3.3.4.f	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5) With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE	d. RW.3.3.4. e. RW.3.3.4.f RW.3.3.4. g.	 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5) 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. (CCSS: W.3.6) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES	d. RW.3.3.4. e. RW.3.3.4.f RW.3.3.4. g.	 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5) 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. (CCSS: W.3.6) 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. (CCSS.W.3.10)
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES	d. RW.3.3.4. e. RW.3.3.4.f RW.3.3.4. g. RW.3.4. RW.3.4.	 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5) 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. (CCSS: W.3.6) 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. (CCSS.W.3.10) Research Inquiry and Design

EVIDENCE
OUTCOMES

		Mayflower, Part 1
		Colorado Academic Standards (CAS) Language Arts Grade 3 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1 .a.	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. (CCSS: SL 3.1)
INDICATOR	RW.3.1.1. a.i.	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. (CCSS: SL.3.1a)
INDICATOR	RW.3.1.1. a.ii.	Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)
INDICATOR	RW.3.1.1. a.iii.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)
INDICATOR	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1. b.	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. (CCSS: SL 3.2)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.2. a.	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. (CCSS: SL.3.4)
EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.3.2.2 .a.	Use Key Ideas and Details to:
INDICATOR	RW.3.2.2. a.ii.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
INDICATOR	RW.3.2.2. a.iii.	Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CONT ENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.3.2.2.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3

CONTENT RW.3.2. Reading for All Purposes AREA

STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.3.2.2. c.i.	Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). (CCSS: RI.3.7)
INDICATOR	RW.3.2.2. c.ii.	Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)
INDICATOR	RW.3.2.2. c.iii.	Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.3.2.2. d.i.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
INDICATOR	RW.3.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
INDICATOR	RW.3.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.3.4c)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .c.	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. (CCSS: L.3.4)
INDICATOR	RW.3.2.3. c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)
INDICATOR	RW.3.2.3. c.vi.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
INDICATOR	RW.3.2.3. d.i.	Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3. e.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)
INDICATOR	RW.3.3.4. a.i.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
CONT ENT AREA	RW.3.3.	Writing and Composition

STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)
CONTENT AREA	RW.3.4.	Research Inquiry and Design
STANDARD	RW.3.4. 1.	Gather, interpret, and communicate information discovered during short research projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.4.1. b.	Interpret and communicate the information learned by developing a brief summary with supporting details.
EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.
EVIDENCE OUTCOMES	RW.3.4.1. e.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS: W.3.8)
		Mayflower, Part 2

Colorado Academic Standards (CAS) Language Arts

Grade 3 - Adopted: 2018

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3.2	Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.2. a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)
EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
EVIDENCE OUTCOMES	RW.3.3.2. d.	Provide a concluding statement or section. (CCSS: W.3.2d)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)
INDICATOR	RW.3.3.4. a.i.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
INDICATOR	RW.3.3.4. a.iii.	Form and use regular and irregular verbs. (CCSS: L.3.1d)
INDICATOR	RW.3.3.4. a.v.	Ensure pronoun-antecedent agreement. (adapted from CCSS: L.3.1f)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)

CONT ENT AREA		Prepared Graduates in Reading, Writing, and Communicating
		Colorado Academic Standards (CAS) Language Arts Grade 3 - Adopted: 2018
		My Friend, Part 1
EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)
EVIDENCE OUTCOMES	RW.3.3.4.f	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. (CCSS: W.3.6)
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONT ENT AREA	RW.3.3.	Writing and Composition
INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
EVIDENCE OUTCOMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONTENT AREA	RW.3.3.	Writing and Composition
INDICATOR	RW.3.3.4. b.vi.	Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)
INDICATOR	RW.3.3.4. b.v.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e)
	b.i.	

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1 .a.	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. (CCSS: SL 3.1)
INDICATOR	RW.3.1.1. a.i.	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. (CCSS: SL.3.1a)
INDICATOR	RW.3.1.1. a.ii.	Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)
INDICATOR	RW.3.1.1. a.iii.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)
INDICATOR	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.2. a.	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. (CCSS: SL.3.4)
EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
CONT ENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.3.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.3.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .c.	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. (CCSS: L.3.4)
INDICATOR	RW.3.2.3. c.vi.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3. e.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3.2	Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.2. a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)
CONTENT AREA	RW.3.4.	Research Inquiry and Design
STANDARD	RW.3.4. 1.	Gather, interpret, and communicate information discovered during short research projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.
		My Friend, Part 2
		Colorado Academic Standards (CAS)
		Language Art s Grade 3 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3.2	Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.2. a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)
EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
EVIDENCE OUTCOMES	RW.3.3.2. d.	Provide a concluding statement or section. (CCSS: W.3.2d)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)
INDICATOR	RW.3.3.4. a.i.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
INDICATOR	RW.3.3.4. a.iii.	Form and use regular and irregular verbs. (CCSS: L.3.1d)
CONT ENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
INDICATOR	RW.3.3.4. b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)
INDICATOR	RW.3.3.4. b.v.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e)
INDICATOR	RW.3.3.4. b.vi.	Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)
CONT ENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
EVIDENCE OUTCOMES	RW.3.3.4.f	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. (CCSS: W.3.6)
EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)
		My House, Part 1
		Colorado Academic Standards (CAS)
		Language Arts
		Grade 3 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.3.1.1 .a.	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. (CCSS: SL 3.1)
INDICATOR	RW.3.1.1. a.i.	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. (CCSS: SL.3.1a)
INDICATOR	RW.3.1.1. a.ii.	Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)
INDICATOR	RW.3.1.1. a.iii.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)
INDICATOR	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.2. a.	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. (CCSS: SL.3.4)
EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.3.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.3.2.3 .c.	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. (CCSS: L.3.4)
INDICATOR	RW.3.2.3. c.vi.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3. e.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3.2	Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.2. a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE	RW.3.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate

EVIDENCERW.3.3.4.With guidance and support from adults, produce writing in which the development and organization are appropriateOUTCOMESd.to task and purpose. (CCSS: W.3.4)

EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)
CONTENT AREA	RW.3.4.	Research Inquiry and Design

STANDARD	RW.3.4. 1.	Gather, interpret, and communicate information discovered during short research projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

My House, Part 2

EVIDENCE RW.3.4.1. Present a brief report of the research findings to an audience. OUTCOMES d.

		Colorado Academic Standards (CAS)
		Language Arts Grade 3 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3.2	Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.2. a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)
EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
EVIDENCE OUTCOMES	RW.3.3.2. d.	Provide a concluding statement or section. (CCSS: W.3.2d)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)
INDICATOR	RW.3.3.4. a.i.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
INDICATOR	RW.3.3.4. a.iii.	Form and use regular and irregular verbs. (CCSS: L.3.1d)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
INDICATOR	RW.3.3.4. b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)
INDICATOR	RW.3.3.4. b.v.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e)
INDICATOR	RW.3.3.4. b.vi.	Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
CONT ENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
EVIDENCE OUTCOMES	RW.3.3.4.f	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. (CCSS: W.3.6)
EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)
		Nile River, Yangtze River
		Colorado Academic Standards (CAS) Language Arts
		Grade 3 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

CONTENT RW.3.1. Oral Expression and Listening AREA

STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1 .a.	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. (CCSS: SL 3.1)
INDICATOR	RW.3.1.1. a.i.	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. (CCSS: SL.3.1a)
INDICATOR	RW.3.1.1. a.ii.	Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)
INDICATOR	RW.3.1.1. a.iii.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)
INDICATOR	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)

STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1. b.	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. (CCSS: SL 3.2)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.2. a.	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. (CCSS: SL.3.4)
EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
CONTENT AREA	RW.3.2.	Reading for All Purposes
		Reading for All Purposes Apply strategies to fluently read and comprehend various informational texts.
AREA	RW.3.2.2	· ·
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE EVIDENCE	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts. Evidence Outcomes Use Key Ideas and Details to: Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS:
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts. Evidence Outcomes Use Key Ideas and Details to: Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR	RW.3.2.2 .a. RW.3.2.2. a.ii. RW.3.2.2. a.iii. RW.3.2.2. RW.3.2.2.	Apply strategies to fluently read and comprehend various informational texts. Evidence Outcomes Use Key Ideas and Details to: Determine the main idea of a text, recount the key details and explain how they support the main idea. (CCSS: RI.3.2) Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR	RW.3.2.2 .a. RW.3.2.2. a.ii. RW.3.2.2. a.iii. RW.3.2.2. RW.3.2.2.	Apply strategies to fluently read and comprehend various informational texts. Evidence Outcomes Use Key Ideas and Details to: Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2) Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. Reading for All Purposes

INDICATOR	RW.3.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.3.2.2. c.i.	Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). (CCSS: RI.3.7)
INDICATOR	RW.3.2.2. c.ii.	Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .d.	Use Range of Reading and Complexity of Text to:
INDICATOR		By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)
INDICATOR	RW.3.2.3. a.i.	Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)
INDICATOR	RW.3.2.3. a.ii.	Decode words with common Latin suffixes. (CCSS: RF.3.3b)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
INDICATOR	RW.3.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
INDICATOR	RW.3.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.3.4c)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .c.	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. (CCSS: L.3.4)
INDICATOR	RW.3.2.3. c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)
INDICATOR	RW.3.2.3. c.ii.	Determine the meaning of the new word formed when a known affix is added to a known word (for example: agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (CCSS: L.3.4b)
INDICATOR	RW.3.2.3. c.vi.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
INDICATOR	RW.3.2.3. d.i.	Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)
CONT ENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCERW.3.2.3.Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words andOUTCOMESe.phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went
looking for them). (CCSS: L3.6)

CONTENT	RW.3.3.	Writing and Composition
AREA		
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
INDICATOR	RW.3.3.4. b.v.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
CONTENT AREA	RW.3.4.	Research Inquiry and Design
STANDARD	RW.3.4. 1.	Gather, interpret, and communicate information discovered during short research projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.4.1. b.	Interpret and communicate the information learned by developing a brief summary with supporting details.

EVIDENCERW.3.4.1.Present a brief report of the research findings to an audience.OUTCOMESd.

Orchestra and Conductor

Colorado Academic Standards (CAS)

Language Arts

Grade 3 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
CONT ENT AREA	RW.3.1.	Oral Expression and Listening

AREA		
STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1 .a.	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. (CCSS: SL 3.1)
INDICATOR	RW.3.1.1. a.i.	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. (CCSS: SL.3.1a)
INDICATOR	RW.3.1.1. a.ii.	Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)
INDICATOR	RW.3.1.1. a.iii.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)
INDICATOR	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
CONTENT	RW.3.1.	Ovel Everyopeien and Listening
AREA		Oral Expression and Listening
		Participate cooperatively in group activities.
AREA		
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.3.1.1	Participate cooperatively in group activities.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE EVIDENCE	RW.3.1.1	Participate cooperatively in group activities. Evidence Outcomes Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.3.1.1	Participate cooperatively in group activities. Evidence Outcomes 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. (CCSS: SL 3.2)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.3.1.1	Participate cooperatively in group activities. Evidence Outcomes 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. (CCSS: SL 3.2) Oral Expression and Listening
AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE OUTCOMES CONTENT AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE	RW.3.1.1	Participate cooperatively in group activities. Evidence Outcomes 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. (CCSS: SL 3.2) Oral Expression and Listening Communicate using appropriate language in informal and formal situations. Evidence Outcomes

EVIDENCERW.3.1.2.Speak clearly, using appropriate volume and pitch for the purpose and audience.OUTCOMESc.

EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .a.	Use Key Ideas and Details to:
INDICATOR	RW.3.2.2. a.ii.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
INDICATOR	RW.3.2.2. a.iii.	Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.3.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.3.2.2. c.i.	Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). (CCSS: RI.3.7)
INDICATOR	RW.3.2.2. c.ii.	Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.3.2.2. d.i.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)
INDICATOR	RW.3.2.3. a.i.	Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)
INDICATOR	RW.3.2.3. a.ii.	Decode words with common Latin suffixes. (CCSS: RF.3.3b)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
INDICATOR	RW.3.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
INDICATOR	RW.3.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.3.4c)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

INDICATOR	RW.3.2.3. c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)
INDICATOR	RW.3.2.3. c.ii.	Determine the meaning of the new word formed when a known affix is added to a known word (for example: agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (CCSS: L.3.4b)
INDICATOR	RW.3.2.3. c.vi.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
INDICATOR	RW.3.2.3. d.i.	Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3. e.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
INDICATOR	RW.3.3.4. b.v.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
CONTENT AREA	RW.3.4.	Research Inquiry and Design
STANDARD	RW.3.4. 1.	Gather, interpret, and communicate information discovered during short research projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.4.1. b.	Interpret and communicate the information learned by developing a brief summary with supporting details.
EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.
		Roanoke, Part 1
		Colorado Academic Standards (CAS) Language Arts Grade 3 - Adopted: 2018
CONTENT AREA	I	Prepared Graduates in Reading, Writing, and Communicating
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD		Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD		Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1 .a.	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. (CCSS: SL 3.1)

INDICATOR	RW.3.1.1. a.i.	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. (CCSS: SL.3.1a)			
INDICATOR	RW.3.1.1. a.ii.	Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)			
INDICATOR	RW.3.1.1. a.iii.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)			
INDICATOR	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)			
CONTENT AREA	RW.3.1.	Oral Expression and Listening			
STANDARD	RW.3.1.1	Participate cooperatively in group activities.			
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes			
EVIDENCE OUTCOMES	RW.3.1.1. b.	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. (CCSS: SL 3.2)			
CONTENT AREA	RW.3.1.	Oral Expression and Listening			
STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.			
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes			
EVIDENCE OUTCOMES	RW.3.1.2. a.	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. (CCSS: SL.3.4)			
EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.			
EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)			
CONTENT AREA	RW.3.2.	Reading for All Purposes			
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.			
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes			
EVIDENCE OUTCOMES	RW.3.2.2 .a.	Use Key Ideas and Details to:			
INDICATOR	RW.3.2.2. a.ii.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)			

INDICATOR RW.3.2.2. Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. a.iii.

CONTENT AREA	RW.3.2.	Reading for All Purposes	
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUTCOMES	RW.3.2.2 .b.	Use Craft and Structure to:	
INDICATOR	RW.3.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)	
CONTENT AREA	RW.3.2.	Reading for All Purposes	
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUTCOMES	RW.3.2.2 .c.	Use Integration of Knowledge and Ideas to:	
INDICATOR	RW.3.2.2. c.i.	Jse information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate inderstanding of the text (for example: where, when, why, and how key events occur). (CCSS: RI.3.7)	
INDICATOR	RW.3.2.2. c.ii.	Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)	
INDICATOR	RW.3.2.2. c.iii.	Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9)	
CONTENT AREA	RW.3.2.	Reading for All Purposes	
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUTCOMES	RW.3.2.2 .d.	Use Range of Reading and Complexity of Text to:	
INDICATOR	RW.3.2.2. d.i.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)	
CONTENT AREA	RW.3.2.	Reading for All Purposes	

STANDARD RW.3.2.3 Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes			
EVIDENCE OUTCOMES	RW.3.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)			
INDICATOR	RW.3.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)			
INDICATOR	RW.3.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.3.4c)			
CONT ENT AREA	RW.3.2.	Reading for All Purposes			
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.			
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes			
EVIDENCE OUTCOMES	RW.3.2.3 .c.	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. (CCSS: L.3.4)			
INDICATOR	RW.3.2.3. c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)			
INDICATOR	RW.3.2.3. c.vi.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.			
CONT ENT AREA	RW.3.2.	Reading for All Purposes			
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.			
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes			
EVIDENCE OUTCOMES	RW.3.2.3 .d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)			
INDICATOR	RW.3.2.3. d.i.	Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)			
CONT ENT AREA	RW.3.2.	2. Reading for All Purposes			
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.			
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes			
EVIDENCE OUTCOMES	RW.3.2.3. e.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)			

looking for them). (CCSS: L.3.6)

STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.			
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes			
EVIDENCE OUT COMES	RW.3.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)			
INDICATOR	RW.3.3.4. a.i.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)			
INDICATOR	RW.3.3.4. a.iii.	Form and use regular and irregular verbs. (CCSS: L.3.1d)			
CONTENT AREA	RW.3.3.	Writing and Composition			
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.			
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes			
EVIDENCE OUTCOMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)			
INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)			
CONTENT AREA	RW.3.3.	Writing and Composition			
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.			
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes			
EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)			
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)			
EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)			
CONTENT AREA	RW.3.4.	Research Inquiry and Design			
STANDARD	RW.3.4. 1.	Gather, interpret, and communicate information discovered during short research projects.			

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes			
EVIDENCE OUTCOMES	RW.3.4.1. b.	Interpret and communicate the information learned by developing a brief summary with supporting details.			
EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.			
EVIDENCE OUTCOMES	RW.3.4.1. e.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS: W.3.8)			
		Roanoke, Part 2			
		Colorado Academic Standards (CAS)			
		Language Art s Grade 3 - Adopted: 2018			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating			
STANDARD		Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.			
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.			
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.			
CONTENT AREA	RW.3.3.	Writing and Composition			
STANDARD	RW.3.3.2	Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.			
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes			
EVIDENCE OUTCOMES	RW.3.3.2. a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)			
EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)			
EVIDENCE OUTCOMES	RW.3.3.2. d.	Provide a concluding statement or section. (CCSS: W.3.2d)			
CONTENT AREA	RW.3.3.	Writing and Composition			
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.			
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes			

EVIDENCE OUTCOMES	RW.3.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)			
INDICATOR	RW.3.3.4. a.i.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular entences. (CCSS: L.3.1a)			
INDICATOR	RW.3.3.4. a.iii.	Form and use regular and irregular verbs. (CCSS: L.3.1d)			
CONTENT AREA	RW.3.3.	Writing and Composition			
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.			
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes			
EVIDENCE OUTCOMES	RW.3.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)			
INDICATOR	RW.3.3.4. b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)			
INDICATOR	RW.3.3.4. b.v.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e)			
INDICATOR	RW.3.3.4. b.vi.	Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)			
CONTENT AREA	RW.3.3.	Writing and Composition			
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.			
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes			
EVIDENCE OUT COMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)			
INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)			
CONTENT AREA	RW.3.3.	Writing and Composition			
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.			
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes			
EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)			

EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
EVIDENCE OUTCOMES	RW.3.3.4.1	f 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. (CCSS: W.3.6)
EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)

Roman Colosseum

Colorado Academic Standards (CAS)

Language Arts

Grade 3 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating		
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.		
STANDARD	5	derstand how language functions in different contexts, command a variety of word-learning strategies to assist nprehension, and make effective choices for meaning or style when writing and speaking.		
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.		
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.		
CONTENT AREA	RW.3.1.	Oral Expression and Listening		
STANDARD	RW.3.1.1	Participate cooperatively in group activities.		
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes		
EVIDENCE OUTCOMES	RW.3.1.1 .a.	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. (CCSS: SL 3.1)		

RW.3.1.1.Come to discussions prepared, having read or studied required material; explicitly draw on that preparation anda.i.other information known about the topic to explore ideas under discussion. (CCSS: SL.3.1a)

INDICATOR	RW.3.1.1.	Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with
	a.ii.	care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)

INDICATOR	RW.3.1.1.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks	
	a.iii.	of others. (CCSS: SL.3.1c)	

INDICATOR RW.3.1.1. Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d) a.iv.

CONTENT	RW.3.1.	Oral Expression and Listening
AREA		

INDICATOR

STANDARD RW.3.1.1 Participate cooperatively in group activities.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1. b.	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. (CCSS: SL 3.2)
CONT ENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
CONT ENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .a.	Use Key Ideas and Details to:
INDICATOR	RW.3.2.2. a.ii.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
INDICATOR	RW.3.2.2. a.iii.	Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CONT ENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.3.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
CONTENT AREA	RW.3.2.	Reading for All Purposes

STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.

CONCEPTS AND SKILLS / EVIDENCE		Evidence Outcomes
OUTCOMES		
EVIDENCE OUTCOMES	RW.3.2.2 .c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.3.2.2. c.i.	Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). (CCSS: RI.3.7)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.3.2.2. d.i.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
INDICATOR	RW.3.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
INDICATOR	RW.3.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.3.4c)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .c.	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. (CCSS: L.3.4)
INDICATOR	RW.3.2.3. c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)

INDICATOR	RW.3.2.3. c.vi.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
INDICATOR	RW.3.2.3. d.i.	Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3. e.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3.2	Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.2. a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)
EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)

INDICATOR	RW.3.3.4. b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)	
CONTENT AREA	RW.3.3.	Writing and Composition	
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUT COMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)	
INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)	
CONTENT AREA	RW.3.3.	Writing and Composition	
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)	
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)	
EVIDENCE OUTCOMES	RW.3.3.4.f	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. (CCSS: W.3.6)	
EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)	
CONTENT AREA	RW.3.4.	Research Inquiry and Design	
STANDARD	RW.3.4. 1.	Gather, interpret, and communicate information discovered during short research projects.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUTCOMES	RW.3.4.1. b.	Interpret and communicate the information learned by developing a brief summary with supporting details.	
		Roman Hoplite, American Quarter Horse	
Colorado Academic Standards (CAS)			

Colorado Academic Standards (CAS) Language Arts Grade 3 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1 .a.	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. (CCSS: SL 3.1)
INDICATOR	RW.3.1.1. a.i.	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. (CCSS: SL.3.1a)
INDICATOR	RW.3.1.1. a.ii.	Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)
INDICATOR	RW.3.1.1. a.iii.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)
INDICATOR	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1. b.	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. (CCSS: SL 3.2)
CONT ENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.3.1.2. a.	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. (CCSS: SL.3.4)
EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .a.	Use Key Ideas and Details to:
INDICATOR	RW.3.2.2. a.ii.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
INDICATOR	RW.3.2.2. a.iii.	Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
	•	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	•	Evidence Outcomes
AND SKILLS / EVIDENCE	RW.3.2.2 .b.	Evidence Outcomes Use Craft and Structure to:
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE		Use Craft and Structure to:
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	. b . RW.3.2.2.	Use Craft and Structure to: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	.b. RW.3.2.2. b.i. RW.3.2.	Use Craft and Structure to: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	.b. RW.3.2.2. b.i. RW.3.2.	Use Craft and Structure to: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4) Reading for All Purposes
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE	.b. RW.3.2.2. b.i. RW.3.2. RW.3.2.2	Use Craft and Structure to: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4) Reading for All Purposes Apply strategies to fluently read and comprehend various informational texts.

INDICATOR	RW.3.2.2. c.ii.	Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.3.2.2. d.i.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
INDICATOR	RW.3.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
INDICATOR	RW.3.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.3.4c)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .c.	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. (CCSS: L.3.4)
INDICATOR	RW.3.2.3. c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)
INDICATOR	RW.3.2.3. c.vi.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
INDICATOR	RW.3.2.3. d.i.	Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3. e.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)
INDICATOR	RW.3.3.4. a.i.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
INDICATOR	RW.3.3.4. a.iii.	Form and use regular and irregular verbs. (CCSS: L.3.1d)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
CONTENT AREA	RW.3.4.	Research Inquiry and Design
STANDARD	RW.3.4. 1.	Gather, interpret, and communicate information discovered during short research projects.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.4.1. b.	Interpret and communicate the information learned by developing a brief summary with supporting details.
EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.
		Rooster, Part 1
		Colorado Academic Standards (CAS)
		Language Arts
		Grade 3 - Adopted: 2018
CONT ENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.

Read a wide range of informational texts to build knowledge and to better understand the human experience.

Understand how language functions in different contexts, command a variety of word-learning strategies to assist

comprehension, and make effective choices for meaning or style when writing and speaking.

RW.3.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

RW.3.1.1. 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. (CCSS: SL.3.1a)

RW.3.1.1. Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with

RW.3.1.1. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks

care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)

with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own

Craft informational/explanatory texts using techniques specific to the genre.

Oral Expression and Listening

Evidence Outcomes

clearly. (CCSS: SL 3.1)

of others. (CCSS: SL.3.1c)

RW.3.1.1 Participate cooperatively in group activities.

RW.3.1.1. Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d) INDICATOR a.iv.

STANDARD

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STANDARD

CONTENT

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CONCEPTS

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AND SKILLS / **EVIDENCE** OUTCOMES

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RW.3.1.

STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1. b.	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. (CCSS: SL 3.2)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.2. a.	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. (CCSS: SL.3.4)
EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.3.2.2 .a.	Use Key Ideas and Details to:
INDICATOR	RW.3.2.2. a.i.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1)
INDICATOR	RW.3.2.2. a.ii.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
INDICATOR	RW.3.2.2. a.iii.	Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUT COMES	RW.3.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.3.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.3.2.2. c.i.	Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). (CCSS: RI.3.7)
INDICATOR	RW.3.2.2. c.ii.	Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.3.2.2. d.i.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
INDICATOR	RW.3.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
INDICATOR	RW.3.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.3.4c)
CONT ENT AREA	RW.3.2.	Reading for All Purposes

STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.3.2.3 .c.	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. (CCSS: L.3.4)
INDICATOR	RW.3.2.3. c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)
INDICATOR	RW.3.2.3. c.vi.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.3.2.3 .d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
INDICATOR	RW.3.2.3. d.i.	Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)
CONTENT AREA	RW.3.2.	Reading for All Purposes
		Reading for All Purposes Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
AREA		Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE		Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary. Evidence Outcomes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE EVIDENCE	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary. Evidence Outcomes Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary. Evidence Outcomes Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.3.2.3 RW.3.2.3. e. RW.3.3.	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary. Evidence Outcomes Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6) Writing and Composition Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions
AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES CONTENT AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.3.2.3 RW.3.2.3. e. RW.3.3.	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary. Evidence Outcomes Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6) Writing and Composition Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

		Colorado Academic Standards (CAS)
		Rooster, Part 2
EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.
EVIDENCE OUTCOMES	RW.3.4.1. b.	Interpret and communicate the information learned by developing a brief summary with supporting details.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
STANDARD	RW.3.4. 1.	Gather, interpret, and communicate information discovered during short research projects.
CONT ENT AREA	RW.3.4.	Research Inquiry and Design
EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONT ENT AREA	RW.3.3.	Writing and Composition
INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
EVIDENCE OUTCOMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONTENT AREA	RW.3.3.	Writing and Composition
INDICATOR	RW.3.3.4. a.iii.	Form and use regular and irregular verbs. (CCSS: L.3.1d)

Colorado Academic Standards (CAS) Language Arts Grade 3 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3.2	Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.2. a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)
EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
EVIDENCE OUTCOMES	RW.3.3.2. d.	Provide a concluding statement or section. (CCSS: W.3.2d)
CONTENT		
AREA	RW.3.3.	Writing and Composition
	RW.3.3. RW.3.3. 4.	
AREA	RW.3.3.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.3.3.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE EVIDENCE	RW.3.3. 4. RW.3.3. 4.a.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.3.3. 4. RW.3.3. 4.a. RW.3.3.4. a.i.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.3.3. 4. RW.3.3. 4.a. RW.3.3.4. a.i. RW.3.3.4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT	RW.3.3. 4. RW.3.3. 4.a. RW.3.3.4. a.i. RW.3.3.4. a.iii.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a) Form and use regular and irregular verbs. (CCSS: L.3.1d)
AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR	RW.3.3. 4. RW.3.3. A.a. RW.3.3.4. a.i. RW.3.3.4. a.iii. RW.3.3.4. a.iii. RW.3.3.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a) Form and use regular and irregular verbs. (CCSS: L.3.1d) Writing and Composition

INDICATOR	RW.3.3.4. b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)
INDICATOR	RW.3.3.4. b.v.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e)
INDICATOR	RW.3.3.4. b.vi.	Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)
CONT ENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
EVIDENCE OUTCOMES	RW.3.3.4.f	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. (CCSS: W.3.6)
EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)
		The Fox and the Crow, Part 1
		Colorado Academic Standards (CAS) Language Arts
CONTENT		Grade 3 - Adopted: 2018 Prepared Graduates in Reading, Writing, and Communicating
AREA		repared craduates in reading, writing, and communicating
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	8	Craft narratives using techniques specific to the genre.
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1 .a.	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. (CCSS: SL 3.1)
INDICATOR	RW.3.1.1. a.i.	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. (CCSS: SL.3.1a)
INDICATOR	RW.3.1.1. a.ii.	Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)
INDICATOR	RW.3.1.1. a.iii.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)
INDICATOR	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
		Oral Expression and Listening Participate cooperatively in group activities.
AREA		· •
AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE		Participate cooperatively in group activities.
AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE EVIDENCE	RW.3.1.1	Participate cooperatively in group activities. Evidence Outcomes Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and
AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.3.1.1 RW.3.1.1. b. RW.3.1.	Participate cooperatively in group activities. Evidence Outcomes 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. (CCSS: SL 3.2)
AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.3.1.1 RW.3.1.1. b. RW.3.1.	Participate cooperatively in group activities. Evidence Outcomes 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. (CCSS: SL 3.2) Oral Expression and Listening
AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES CONTENT AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.3.1.1 RW.3.1.1. b. RW.3.1.	Participate cooperatively in group activities. Evidence Outcomes 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. (CCSS: SL 3.2) Oral Expression and Listening Communicate using appropriate language in informal and formal situations. Evidence Outcomes
AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES CONTENT AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.3.1.1 RW.3.1.1. b. RW.3.1.2 RW.3.1.2. a.	Participate cooperatively in group activities. Evidence Outcomes 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. (CCSS: SL 3.2) Oral Expression and Listening Communicate using appropriate language in informal and formal situations. Evidence Outcomes Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive

EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.1	Apply strategies to fluently read and comprehend various literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.3.2.1 .a.	Use Key Ideas and Details to:
INDICATOR	RW.3.2.1. a.i.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1)
INDICATOR	RW.3.2.1. a.iii.	Recount 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 the text. (CCSS: RL.3.2)
INDICATOR	RW.3.2.1. a.iv.	Summarize central ideas and important details from a text.
INDICATOR	RW.3.2.1. a.v.	Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays.
INDICATOR	RW.3.2.1. a.vi.	Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.1	Apply strategies to fluently read and comprehend various literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.1 .b.	Use Craft and Structure to:
INDICATOR	RW.3.2.1. b.i.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)
INDICATOR	RW.3.2.1. b.ii.	Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events.
INDICATOR	RW.3.2.1. b.iv.	Distinguish their own point of view from that of the narrator or those of the characters. (CCSS: RL.3.6)
CONT ENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.1	Apply strategies to fluently read and comprehend various literary texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.1 .c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.3.2.1. c.i.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (for example: create mood, emphasize aspects of a character or setting). (CCSS: RL.3.7)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.1	Apply strategies to fluently read and comprehend various literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.1 .d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.3.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. (CCSS: RL.3.10)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
INDICATOR	RW.3.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
INDICATOR	RW.3.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.3.4c)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .c.	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. (CCSS: L.3.4)
INDICATOR	RW.3.2.3. c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)
INDICATOR	RW.3.2.3. c.vi.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT RW.3.2. Reading for All Purposes AREA

	DW 2 2 2	Apply knowledge of challing pattorne (arthography) word measings (meanholess), and word
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.3.2.3 .d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
INDICATOR	RW.3.2.3. d.i.	Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3. e.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)
CONT ENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3.3	Write real or imagined narratives that use descriptive details, have a clear sequence of events, and provide closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.3. a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a)
EVIDENCE OUTCOMES	RW.3.3.3. b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)
CONT ENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.3.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)
INDICATOR	RW.3.3.4. a.i.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)

INDICATOR	RW.3.3.4. a.iii.	Form and use regular and irregular verbs. (CCSS: L.3.1d)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)
CONTENT AREA	RW.3.4.	Research Inquiry and Design
STANDARD	RW.3.4. 1.	Gather, interpret, and communicate information discovered during short research projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.
		The Fox and the Crow, Part 2
		Colorado Academic Standards (CAS) Language Arts
		Grade 3 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.2. a.	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. (CCSS: SL.3.4)
EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.1	Apply strategies to fluently read and comprehend various literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.1 .a.	Use Key Ideas and Details to:
INDICATOR	RW.3.2.1. a.i.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1)
INDICATOR	RW.3.2.1. a.iii.	Recount 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 the text. (CCSS: RL.3.2)
INDICATOR	RW.3.2.1. a.iv.	Summarize central ideas and important details from a text.
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3.3	Write real or imagined narratives that use descriptive details, have a clear sequence of events, and provide closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.3. a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a)
EVIDENCE OUTCOMES	RW.3.3.3. b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.3.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)
INDICATOR	RW.3.3.4. a.i.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
INDICATOR	RW.3.3.4. b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)
INDICATOR	RW.3.3.4. b.v.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e)
INDICATOR	RW.3.3.4. b.vi.	Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)

EVIDENCE OUTCOMES	RW.3.3.4.f	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. (CCSS: W.3.6)
EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)
CONTENT	RW.3.4.	Research Inquiry and Design
STANDARD	RW.3.4. 1.	Gather, interpret, and communicate information discovered during short research projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.
		The Theft of Thor's Hammer, Part 1
		Colorado Academic Standards (CAS)
		Language Arts
CONTENT AREA		Grade 3 - Adopted: 2018 Prepared Graduates in Reading, Writing, and Communicating
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

- STANDARD 8 Craft narratives using techniques specific to the genre.
- CONTENT AREA

RW.3.1. Oral Expression and Listening

STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1 .a.	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. (CCSS: SL 3.1)
INDICATOR	RW.3.1.1. a.i.	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. (CCSS: SL.3.1a)
INDICATOR	RW.3.1.1. a.ii.	Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)
INDICATOR	RW.3.1.1. a.iii.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)

INDICATOR	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1. b.	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. (CCSS: SL 3.2)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.2. a.	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. (CCSS: SL.3.4)
EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.1	Apply strategies to fluently read and comprehend various literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.1 .a.	Use Key Ideas and Details to:
INDICATOR	RW.3.2.1. a.i.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1)
INDICATOR	RW.3.2.1. a.iii.	Recount 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 the text. (CCSS: RL.3.2)
INDICATOR	RW.3.2.1. a.iv.	Summarize central ideas and important details from a text.
INDICATOR	RW.3.2.1. a.v.	Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays.

INDICATOR	RW.3.2.1. a.vi.	Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.1	Apply strategies to fluently read and comprehend various literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.1 .b.	Use Craft and Structure to:
INDICATOR	RW.3.2.1. b.i.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)
INDICATOR	RW.3.2.1. b.ii.	Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events.
INDICATOR	RW.3.2.1. b.iv.	Distinguish their own point of view from that of the narrator or those of the characters. (CCSS: RL.3.6)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.1	Apply strategies to fluently read and comprehend various literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.1 .c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.3.2.1. c.i.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (for example: create mood, emphasize aspects of a character or setting). (CCSS: RL.3.7)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.1	Apply strategies to fluently read and comprehend various literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.3.2.1 .d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.3.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. (CCSS: RL.3.10)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)
INDICATOR	RW.3.2.3. a.i.	Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)
INDICATOR	RW.3.2.3. a.ii.	Decode words with common Latin suffixes. (CCSS: RF.3.3b)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
INDICATOR	RW.3.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
INDICATOR	RW.3.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.3.4c)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .c.	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. (CCSS: L.3.4)
INDICATOR	RW.3.2.3. c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)
INDICATOR	RW.3.2.3. c.ii.	Determine the meaning of the new word formed when a known affix is added to a known word (for example: agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (CCSS: L.3.4b)
INDICATOR	RW.3.2.3. c.vi.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
INDICATOR	RW.3.2.3. d.i.	Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3. e.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3.3	Write real or imagined narratives that use descriptive details, have a clear sequence of events, and provide closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.3. a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a)
EVIDENCE OUTCOMES	RW.3.3.3. b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
INDICATOR	RW.3.3.4. b.v.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)
CONTENT AREA	RW.3.4.	Research Inquiry and Design
STANDARD	RW.3.4. 1.	Gather, interpret, and communicate information discovered during short research projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.
		The Theft of Thor's Hammer, Part 2
		Colorado Academic Standards (CAS) Language Arts
		Grade 3 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD		Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCERW.3.1.2.Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptiveOUTCOMESa.details, speaking clearly at an understandable pace. (CCSS: SL.3.4)

EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
CONT ENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.1	Apply strategies to fluently read and comprehend various literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.1 .a.	Use Key Ideas and Details to:
INDICATOR	RW.3.2.1. a.i.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1)
INDICATOR	RW.3.2.1. a.iii.	Recount 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 the text. (CCSS: RL.3.2)
INDICATOR	RW.3.2.1. a.iv.	Summarize central ideas and important details from a text.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)
INDICATOR	RW.3.2.3. a.i.	Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)
INDICATOR	RW.3.2.3. a.ii.	Decode words with common Latin suffixes. (CCSS: RF.3.3b)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .c.	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. (CCSS: L.3.4)

INDICATOR	RW.3.2.3. c.ii.	Determine the meaning of the new word formed when a known affix is added to a known word (for example: agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (CCSS: L.3.4b)
INDICATOR	RW.3.2.3. c.iii.	Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.
CONT ENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3.3	Write real or imagined narratives that use descriptive details, have a clear sequence of events, and provide closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.3. a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.3.3a)
EVIDENCE OUTCOMES	RW.3.3.3. b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)
INDICATOR	RW.3.3.4. a.i.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
INDICATOR	RW.3.3.4. a.iii.	Form and use regular and irregular verbs. (CCSS: L.3.1d)
INDICATOR	RW.3.3.4. a.v.	Ensure pronoun-antecedent agreement. (adapted from CCSS: L.3.1f)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
INDICATOR	RW.3.3.4. b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)

INDICATOR	RW.3.3.4.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for
	b.v.	example: sitting, smiled, cries, happiness). (CCSS: L.3.2e)

INDICATOR RW.3.3.4. Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, b.vi. ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)

CONTENT RW.3.3. Writing and Composition AREA

STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
INDICATOR	RW.3.3.4.	Choose words and phrases for effect. (CCSS: L.3.3a)

c.i.

RW.3.3.4. Choose words and phrases for effect. (CCSS: L.3.3a)

CONTENT RW.3.3. Writing and Composition

AREA

STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
EVIDENCE OUTCOMES	RW.3.3.4.f	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. (CCSS: W.3.6)
EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)
CONTENT AREA	RW.3.4.	Research Inquiry and Design
STANDARD	RW.3.4. 1.	Gather, interpret, and communicate information discovered during short research projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.

Tornadoes

Language Arts

Grade 3 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1 .a.	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. (CCSS: SL 3.1)
INDICATOR	RW.3.1.1. a.i.	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. (CCSS: SL.3.1a)
INDICATOR	RW.3.1.1. a.ii.	Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)
INDICATOR	RW.3.1.1. a.iii.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)
INDICATOR	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1. b.	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. (CCSS: SL 3.2)

STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.2. a.	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. (CCSS: SL.3.4)
EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .a.	Use Key Ideas and Details to:
INDICATOR	RW.3.2.2. a.ii.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
INDICATOR	RW.3.2.2. a.iii.	Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.3.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .c.	Use Integration of Knowledge and Ideas to:

INDICATOR	RW.3.2.2. c.i.	Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). (CCSS: RI.3.7)
INDICATOR	RW.3.2.2. c.ii.	Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)

CONTENT RW.3.2. Reading for All Purposes AREA

STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.3.2.2. d.i.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)
INDICATOR	RW.3.2.3. a.i.	Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)
INDICATOR	RW.3.2.3. a.ii.	Decode words with common Latin suffixes. (CCSS: RF.3.3b)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
INDICATOR	RW.3.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
INDICATOR	RW.3.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.3.4c)

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
STANDARD	RW.3.3.2	Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.
CONTENT AREA	RW.3.3.	Writing and Composition
EVIDENCE OUTCOMES	RW.3.2.3. e.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONTENT AREA	RW.3.2.	Reading for All Purposes
INDICATOR	RW.3.2.3. d.i.	Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)
EVIDENCE OUTCOMES	RW.3.2.3 .d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONTENT AREA	RW.3.2.	Reading for All Purposes
INDICATOR	RW.3.2.3. c.vi.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
INDICATOR	RW.3.2.3. c.ii.	Determine the meaning of the new word formed when a known affix is added to a known word (for example: agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (CCSS: L.3.4b)
INDICATOR	RW.3.2.3. c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)
EVIDENCE OUT COMES	RW.3.2.3 .c.	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. (CCSS: L.3.4)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.

EVIDENCE OUTCOMES	RW.3.3.2. a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)
EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3.3	Write real or imagined narratives that use descriptive details, have a clear sequence of events, and provide closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.3. b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)
INDICATOR	RW.3.3.4. a.i.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
INDICATOR	RW.3.3.4. b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)
INDICATOR	RW.3.3.4. b.v.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e)
INDICATOR	RW.3.3.4. b.vi.	Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)
CONTENT AREA	RW.3.3.	Writing and Composition

ST AND ARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
AND SKILLS / EVIDENCE OUTCOMES		
EVIDENCE OUTCOMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
EVIDENCE OUTCOMES	RW.3.3.4.f	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. (CCSS: W.3.6)
EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)
CONTENT AREA	RW.3.4.	Research Inquiry and Design
STANDARD	RW.3.4. 1.	Gather, interpret, and communicate information discovered during short research projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.4.1. b.	Interpret and communicate the information learned by developing a brief summary with supporting details.
EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.
		Treasure Map, Part 1
		Colorado Academic Standards (CAS)

Language Arts

Grade 3 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1 .a.	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. (CCSS: SL 3.1)
INDICATOR	RW.3.1.1. a.i.	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. (CCSS: SL.3.1a)
INDICATOR	RW.3.1.1. a.ii.	Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)
INDICATOR	RW.3.1.1. a.iii.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)
INDICATOR	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1. b.	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. (CCSS: SL 3.2)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.3.1.2. a.	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. (CCSS: SL.3.4)
EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .a.	Use Key Ideas and Details to:
INDICATOR	RW.3.2.2. a.i.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1)
INDICATOR	RW.3.2.2. a.ii.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
INDICATOR	RW.3.2.2. a.iii.	Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.3.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .c.	Use Integration of Knowledge and Ideas to:

INDICATOR	RW.3.2.2. c.i.	Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). (CCSS: RI.3.7)
INDICATOR	RW.3.2.2. c.ii.	Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)

CONTENT RW.3.2. Reading for All Purposes AREA

STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.3.2.2. d.i.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
INDICATOR	RW.3.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
INDICATOR	RW.3.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.3.4c)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .c.	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. (CCSS: L.3.4)
INDICATOR	RW.3.2.3. c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)
INDICATOR	RW.3.2.3. c.vi.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
INDICATOR	RW.3.2.3. d.i.	Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3. e.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)

EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)
CONTENT AREA	RW.3.4.	Research Inquiry and Design
STANDARD	RW.3.4. 1.	Gather, interpret, and communicate information discovered during short research projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.4.1. b.	Interpret and communicate the information learned by developing a brief summary with supporting details.
EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.
		Treasure Map, Part 2
		Colorado Academic Standards (CAS) Language Art s Grade 3 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3.2	Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.2. a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)
EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
EVIDENCE OUTCOMES	RW.3.3.2. d.	Provide a concluding statement or section. (CCSS: W.3.2d)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)
INDICATOR	RW.3.3.4. a.i.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
INDICATOR	RW.3.3.4. a.iii.	Form and use regular and irregular verbs. (CCSS: L.3.1d)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
INDICATOR	RW.3.3.4. b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)
INDICATOR	RW.3.3.4. b.v.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e)
INDICATOR	RW.3.3.4. b.vi.	Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
CONT ENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
EVIDENCE OUTCOMES	RW.3.3.4.f	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. (CCSS: W.3.6)
EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)

William Penn, Part 1

Colorado Academic Standards (CAS) Language Arts

Grade 3 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1 .a.	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. (CCSS: SL 3.1)
	.a.	with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own
OUTCOMES	.a. RW.3.1.1. a.i.	with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (CCSS: SL 3.1) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and

INDICATOR	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.1	Participate cooperatively in group activities.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.1. b.	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. (CCSS: SL 3.2)
CONTENT AREA	RW.3.1.	Oral Expression and Listening
STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.1.2. a.	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. (CCSS: SL.3.4)
EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
EVIDENCE OUTCOMES	RW.3.1.2.f	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .a.	Use Key Ideas and Details to:
INDICATOR	RW.3.2.2. a.ii.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)
INDICATOR	RW.3.2.2. a.iii.	Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.

CONCEPTS AND SKILLS / EVIDENCE		Evidence Outcomes
OUTCOMES		
EVIDENCE OUTCOMES	RW.3.2.2 .b.	Use Craft and Structure to:
INDICATOR	RW.3.2.2. b.i.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS: RI.3.4)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.2 .c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.3.2.2. c.i.	Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). (CCSS: RI.3.7)
INDICATOR	RW.3.2.2. c.ii.	Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)
INDICATOR	RW.3.2.2. c.iii.	Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.3.2.2 .d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.3.2.2. d.i.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)

INDICATOR	RW.3.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
INDICATOR	RW.3.2.3. b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.3.4c)
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .c.	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. (CCSS: L.3.4)
INDICATOR	RW.3.2.3. c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)
INDICATOR	RW.3.2.3. c.vi.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.3.2.3 .d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
INDICATOR	RW.3.2.3. d.i.	Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). (CCSS: L.3.5a)
CONT ENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3. e.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). (CCSS: L.3.6)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)
INDICATOR	RW.3.3.4. a.i.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
INDICATOR	RW.3.3.4. a.iii.	Form and use regular and irregular verbs. (CCSS: L.3.1d)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
INDICATOR	RW.3.3.4. b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.4. d.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)
EVIDENCE OUTCOMES	RW.3.3.4. e.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)

EVIDENCE OUTCOMES	RW.3.3.4. g.	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. (CCSS.W.3.10)
CONTENT AREA	RW.3.4.	Research Inquiry and Design
STANDARD	RW.3.4. 1.	Gather, interpret, and communicate information discovered during short research projects.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.4.1. b.	Interpret and communicate the information learned by developing a brief summary with supporting details.
EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.
EVIDENCE OUTCOMES	RW.3.4.1. e.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS: W.3.8)
		William Penn, Part 2
		Colorado Academic Standards (CAS) Language Arts Grade 3 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.3.2.	Reading for All Purposes
STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.2.3 .a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)
INDICATOR	RW.3.2.3. a.i.	Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)
INDICATOR	RW.3.2.3. a.ii.	Decode words with common Latin suffixes. (CCSS: RF.3.3b)
CONTENT AREA	RW.3.2.	Reading for All Purposes

STANDARD	RW.3.2.3	Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.3.2.3 .c.	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. (CCSS: L.3.4)
INDICATOR	RW.3.2.3. c.ii.	Determine the meaning of the new word formed when a known affix is added to a known word (for example: agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (CCSS: L.3.4b)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3.2	Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3.2. a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)
EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
EVIDENCE		Provide a concluding statement or section. (CCSS: W.3.2d)
OUTCOMES	d.	
CONTENT	u. RW.3.3.	Writing and Composition
CONTENT		Writing and Composition Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONTENT AREA	RW.3.3.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions
CONTENT AREA ST ANDARD CONCEPT S AND SKILLS / EVIDENCE	RW.3.3.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE EVIDENCE	RW.3.3. RW.3.3. 4. RW.3.3. 4.a.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.3.3. 4. RW.3.3. 4. RW.3.3. 4.a. RW.3.3.4. a.i.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.3.3. 4. RW.3.3. 4. RW.3.3. 4.a. RW.3.3.4. a.i. RW.3.3.4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR	RW.3.3. 4. RW.3.3. 4. RW.3.3. a.i. RW.3.3.4. a.iii.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a) Form and use regular and irregular verbs. (CCSS: L.3.1d)
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR	RW.3.3. 4. Question RW.3.3. 4.a. RW.3.3.4. a.ii. RW.3.3.4. RW.3.3.4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling. Evidence Outcomes Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a) Form and use regular and irregular verbs. (CCSS: L.3.1d) Writing and Composition

INDICATOR	RW.3.3.4. b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)
INDICATOR	RW.3.3.4. b.v.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). (CCSS: L.3.2e)
INDICATOR	RW.3.3.4. b.vi.	Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)
CONTENT AREA	RW.3.3.	Writing and Composition
STANDARD	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
CONTENT AREA	RW.3.3.	Writing and Composition
	RW.3.3. RW.3.3. 4.	Writing and Composition Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
AREA	RW.3.3.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.3.3. 4.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE EVIDENCE	RW.3.3. 4. RW.3.3.4. d.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling. Evidence Outcomes With guidance and support from adults, produce writing in which the development and organization are appropriate
AREA ST ANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.3.3. 4. RW.3.3.4. d. RW.3.3.4. e.	Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling. Evidence Outcomes With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,