

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES RW.3.1.1. 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)
b.

CONTENT AREA RW.3.1. Oral Expression and Listening

STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES RW.3.1.2. 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)
a.

EVIDENCE OUTCOMES RW.3.1.2. Speak clearly, using appropriate volume and pitch for the purpose and audience.
c.

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)
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CONTENT AREA RW.3.2. Reading for All Purposes

STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES RW.3.2.2 Use Key Ideas and Details to:
.a.

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: RI.3.2)
a.ii.

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES RW.3.2.2 Use Craft and Structure to:
.b.

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 topic or subject area. (CCSS: RI.3.4)
b.i.

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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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.
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.2.3 .d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
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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.vii.	Use coordinating and subordinating conjunctions. (CCSS: L.3.1h)
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INDICATOR	RW.3.3.4.a.viii.	Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions. (adapted from CCSS: L.3.1i)
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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)
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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)
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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)
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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)
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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.
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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.

Dolphins

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)
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)
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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)
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INDICATOR	RW.3.2.3. a.ii.	Decode words with common Latin suffixes. (CCSS: RF.3.3b)
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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)
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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)
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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)
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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)
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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.
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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)
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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)
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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)
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EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
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EVIDENCE OUTCOMES	RW.3.3.2. d.	Provide a concluding statement or section. (CCSS: W.3.2d)
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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)
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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)
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INDICATOR	RW.3.3.4.b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)
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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)
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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)
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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)
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INDICATOR	RW.3.3.4.c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
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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)
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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.

Hagia Sophia

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. 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. 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. 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: a.ii. 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)
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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
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EVIDENCE OUTCOMES	RW.3.2.3 .a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)
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INDICATOR	RW.3.2.3 .a.i.	Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)
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INDICATOR	RW.3.2.3 .a.ii.	Decode words with common Latin suffixes. (CCSS: RF.3.3b)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
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INDICATOR	RW.3.2.3 .b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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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)
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INDICATOR	RW.3.2.3 .c.iii.	Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.
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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.
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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)
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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)
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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)
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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)
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EVIDENCE OUTCOMES	RW.3.3.2 b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
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EVIDENCE OUTCOMES	RW.3.3.2 d.	Provide a concluding statement or section. (CCSS: W.3.2d)
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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)
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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)
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INDICATOR	RW.3.3.4. a.iii.	Form and use regular and irregular verbs. (CCSS: L.3.1d)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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INDICATOR	RW.3.3.4. b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)
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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)
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.3.4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
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INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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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)
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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)
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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.
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EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.
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Hannibal's War

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.
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STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
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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.
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STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
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STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
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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)
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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)
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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)
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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)
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INDICATOR	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
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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)
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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)
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EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
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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)
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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:
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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)
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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.
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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)

INDICATOR	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.3.2. 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

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)
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EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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INDICATOR	RW.3.3.4. b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)
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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)
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.3. 4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
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INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
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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.

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 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)

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)
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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)
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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)
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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)
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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.
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES RW.3.2.3. 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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES RW.3.3.2. 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. Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)

EVIDENCE OUTCOMES RW.3.3.2. 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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.3.4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
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INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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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)
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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)
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CONTENT AREA **RW.3.4. Research Inquiry and Design**

STANDARD	RW.3.4.1.	Gather, interpret, and communicate information discovered during short research projects.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.4.1. b.	Interpret and communicate the information learned by developing a brief summary with supporting details.
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EVIDENCE OUTCOMES RW.3.4.1. Present a brief report of the research findings to an audience.
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Leif Eriksson

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Language Arts
Grade 3 - Adopted: 2018

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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)
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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)
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EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
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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)
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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:
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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)
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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.
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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:
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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)
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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:
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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)
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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)
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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:
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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)
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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)
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INDICATOR	RW.3.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
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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)
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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)
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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.
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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)
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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)
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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)
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EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
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EVIDENCE OUTCOMES	RW.3.3.2. d.	Provide a concluding statement or section. (CCSS: W.3.2d)
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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.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.
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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.

Magnets

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)
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)
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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)
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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)
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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)
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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.
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES RW.3.2.3. 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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES RW.3.3.2. 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. Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)

EVIDENCE OUTCOMES RW.3.3.2. 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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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. 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. Form and use regular and irregular verbs. (CCSS: L.3.1d)

INDICATOR RW.3.3.4. 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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.3.4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
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INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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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)
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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)
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CONTENT AREA **RW.3.4. Research Inquiry and Design**

STANDARD	RW.3.4.1.	Gather, interpret, and communicate information discovered during short research projects.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.4.1. b.	Interpret and communicate the information learned by developing a brief summary with supporting details.
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EVIDENCE OUTCOMES RW.3.4.1. Present a brief report of the research findings to an audience.
d.

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES RW.3.1.1. 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)
b.

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. 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)
a.

EVIDENCE OUTCOMES RW.3.1.2. Speak clearly, using appropriate volume and pitch for the purpose and audience.
c.

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: RI.3.2)
a.ii.

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. 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)
b.i.

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 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.
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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)

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. Choose words and phrases for effect. (CCSS: L.3.3a)
c.i.

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. 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. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
e.

EVIDENCE OUTCOMES RW.3.3.4. 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)
g.

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. Interpret and communicate the information learned by developing a brief summary with supporting details.
b.

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

EVIDENCE OUTCOMES RW.3.4.1. 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)
e.

Mayflower, 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.3.3. 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)**

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)

My Friend, 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.
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STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
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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:
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.3.4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
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INDICATOR	RW.3.3.4. Choose words and phrases for effect. (CCSS: L.3.3a) c.i.
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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. 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. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
e.

EVIDENCE OUTCOMES RW.3.3.4. 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)
g.

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. Present a brief report of the research findings to an audience.
d.

My Friend, 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.3.3. Writing and Composition**

STANDARD	RW.3.3.2. Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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
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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
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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)
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)
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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.
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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)
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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)
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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)
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INDICATOR	RW.3.3.4 .c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
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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)
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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)
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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)
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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.
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My House, 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.
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STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
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STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
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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)
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EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
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EVIDENCE OUTCOMES	RW.3.3.2. d.	Provide a concluding statement or section. (CCSS: W.3.2d)
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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.
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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)
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)

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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.

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. 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)
b.

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. 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)
a.

EVIDENCE OUTCOMES RW.3.1.2. Speak clearly, using appropriate volume and pitch for the purpose and audience.
c.

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: RI.3.2)
a.ii.

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)
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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:
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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)
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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)
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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:
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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)
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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)
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INDICATOR	RW.3.2.3. a.i.	Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)
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INDICATOR	RW.3.2.3. a.ii.	Decode words with common Latin suffixes. (CCSS: RF.3.3b)
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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.
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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)
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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)
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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)
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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.
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EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.
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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.
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STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
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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.
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CONTENT AREA **RW.3.1. Oral Expression and Listening**

STANDARD	RW.3.1.1	Participate cooperatively in group activities.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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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)
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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)
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INDICATOR	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
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CONTENT AREA **RW.3.1. Oral Expression and Listening**

STANDARD	RW.3.1.1	Participate cooperatively in group activities.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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CONTENT AREA **RW.3.1. Oral Expression and Listening**

STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
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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)
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CONTENT AREA **RW.3.2. Reading for All Purposes**

STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.2.2 .a.	Use Key Ideas and Details to:
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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)
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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.
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CONTENT AREA **RW.3.2. Reading for All Purposes**

STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.2.2 .b.	Use Craft and Structure to:
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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)
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CONTENT AREA **RW.3.2. Reading for All Purposes**

STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.2.2 .c.	Use Integration of Knowledge and Ideas to:
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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)
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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)
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CONTENT AREA **RW.3.2. Reading for All Purposes**

STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
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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.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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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 **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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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 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)
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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
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EVIDENCE OUTCOMES	RW.3.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
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INDICATOR	RW.3.2.3 .b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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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.
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.2.3 .d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.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.
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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 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)
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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)
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INDICATOR	RW.3.3.4.b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)
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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)
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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)
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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)
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INDICATOR	RW.3.3.4.c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
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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)
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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)

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	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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES RW.3.1.1. 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)
b.

CONTENT AREA RW.3.1. Oral Expression and Listening

STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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CONTENT AREA RW.3.2. Reading for All Purposes

STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.2.2	Use Key Ideas and Details to:
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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: RI.3.2)
a.ii.

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.2.2	Use Craft and Structure to:
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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 topic or subject area. (CCSS: RI.3.4)
b.i.

CONTENT AREA RW.3.2. Reading for All Purposes

STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
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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)
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.
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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)
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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)
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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)
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EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
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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)
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INDICATOR	RW.3.3.4. Capitalize appropriate words in titles. (CCSS: L.3.2a) b.i.
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. Choose words and phrases for effect. (CCSS: L.3.3a) c.i.
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

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)

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.
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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)
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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)
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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)
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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)
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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.
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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.
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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
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EVIDENCE OUTCOMES	RW.3.4.1. b.	Interpret and communicate the information learned by developing a brief summary with supporting details.
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EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.
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Rooster, Part 1

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

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating
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STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
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STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
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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.
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STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
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CONTENT AREA	RW.3.1. Oral Expression and Listening
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STANDARD	RW.3.1.1	Participate cooperatively in group activities.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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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)
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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)
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INDICATOR	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
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CONTENT AREA	RW.3.1. Oral Expression and Listening
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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:
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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)
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CONTENT AREA **RW.3.2. Reading for All Purposes**

STANDARD	RW.3.2.2 .	Apply strategies to fluently read and comprehend various informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.2.2 .c.	Use Integration of Knowledge and Ideas to:
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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)
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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)
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CONTENT AREA **RW.3.2. Reading for All Purposes**

STANDARD	RW.3.2.2 .	Apply strategies to fluently read and comprehend various informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.2.2 .d.	Use Range of Reading and Complexity of Text to:
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
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INDICATOR	RW.3.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
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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)
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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.
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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)
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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)
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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)
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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)
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INDICATOR	RW.3.3.4. Form and use regular and irregular verbs. (CCSS: L.3.1d) a.iii.
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. Choose words and phrases for effect. (CCSS: L.3.3a) c.i.
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.

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)
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EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
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EVIDENCE OUTCOMES	RW.3.3.2. d.	Provide a concluding statement or section. (CCSS: W.3.2d)
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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)
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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)
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INDICATOR	RW.3.3.4. a.iii.	Form and use regular and irregular verbs. (CCSS: L.3.1d)
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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)
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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)

The Fox and the Crow, 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.
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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.
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STANDARD	8	Craft narratives using techniques specific to the genre.
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CONTENT AREA **RW.3.1. Oral Expression and Listening**

STANDARD	RW.3.1.1	Participate cooperatively in group activities.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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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)
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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)
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INDICATOR	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
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CONTENT AREA **RW.3.1. Oral Expression and Listening**

STANDARD	RW.3.1.1	Participate cooperatively in group activities.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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CONTENT AREA **RW.3.1. Oral Expression and Listening**

STANDARD	RW.3.1.2	Communicate using appropriate language in informal and formal situations.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
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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)
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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:
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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)
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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)
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INDICATOR	RW.3.2.1. a.iv.	Summarize central ideas and important details from a text.
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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.
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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)
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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:
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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)
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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.
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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)
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CONTENT AREA **RW.3.2. Reading for All Purposes**

STANDARD	RW.3.2.1	Apply strategies to fluently read and comprehend various literary texts.
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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 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 .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. Form and use regular and irregular verbs. (CCSS: L.3.1d) a.iii.
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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. 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. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)
e.

EVIDENCE OUTCOMES RW.3.3.4. 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)
g.

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. Present a brief report of the research findings to an audience.
d.

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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.2.1 .a.	Use Key Ideas and Details to:
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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INDICATOR	RW.3.3.4.b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)
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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)
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.3.4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
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INDICATOR	RW.3.3.4.c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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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)
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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)
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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.
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The Theft of Thor's Hammer, 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.
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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.
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STANDARD	8	Craft narratives using techniques specific to the genre.
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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)
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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)
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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)
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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)
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INDICATOR	RW.3.1.1. a.iv.	Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)
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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)
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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)
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EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
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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)
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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:
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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)
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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)
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INDICATOR	RW.3.2.1. a.iv.	Summarize central ideas and important details from a text.
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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.
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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)
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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:
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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)
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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.
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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)
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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:
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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)
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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:
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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)
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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.
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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
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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 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.3.2.	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)
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INDICATOR	RW.3.2.3. c.iii.	Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.
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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)
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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)
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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)
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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)
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INDICATOR	RW.3.3.4. a.iii.	Form and use regular and irregular verbs. (CCSS: L.3.1d)
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INDICATOR	RW.3.3.4. a.v.	Ensure pronoun-antecedent agreement. (adapted from CCSS: L.3.1f)
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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)
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INDICATOR	RW.3.3.4. b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)
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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)
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.3.4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
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INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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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)
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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)
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CONTENT AREA **RW.3.4. Research Inquiry and Design**

STANDARD	RW.3.4.1.	Gather, interpret, and communicate information discovered during short research projects.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.
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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)
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EVIDENCE OUTCOMES	RW.3.1.2.c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
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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)
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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:
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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)
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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.
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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:
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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)
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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:
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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)
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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)
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CONTENT AREA **RW.3.2. Reading for All Purposes**

STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.2.2 .d.	Use Range of Reading and Complexity of Text to:
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.2.3 .a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)
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INDICATOR	RW.3.2.3. a.i.	Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)
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INDICATOR	RW.3.2.3. a.ii.	Decode words with common Latin suffixes. (CCSS: RF.3.3b)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
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INDICATOR	RW.3.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
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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)
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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.3.3.2 .	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)
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EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
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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)
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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)
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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)
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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)
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INDICATOR	RW.3.3.4. b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)
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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)
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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)
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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)
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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)
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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)
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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)
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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)
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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.
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EVIDENCE OUTCOMES	RW.3.4.1.d.	Present a brief report of the research findings to an audience.
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Treasure Map, Part 1

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)
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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)
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CONTENT AREA **RW.3.2. Reading for All Purposes**

STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.2.2 .d.	Use Range of Reading and Complexity of Text to:
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.2.3 .b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
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INDICATOR	RW.3.2.3. b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.3.4a)
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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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.
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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.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)
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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.
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EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.
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Treasure Map, 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.
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STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
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STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
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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)
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EVIDENCE OUTCOMES	RW.3.3.2. b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
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EVIDENCE OUTCOMES	RW.3.3.2. d.	Provide a concluding statement or section. (CCSS: W.3.2d)
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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.
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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)
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)

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)
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)
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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)
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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)
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EVIDENCE OUTCOMES	RW.3.1.2. c.	Speak clearly, using appropriate volume and pitch for the purpose and audience.
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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)
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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:
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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)
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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.
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CONTENT AREA **RW.3.2. Reading for All Purposes**

STANDARD	RW.3.2.2	Apply strategies to fluently read and comprehend various informational texts.
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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)
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)
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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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.
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.2.3 .d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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INDICATOR	RW.3.3.4.a.iii.	Form and use regular and irregular verbs. (CCSS: L.3.1d)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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INDICATOR	RW.3.3.4.b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.3.4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
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INDICATOR	RW.3.3.4.c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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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)
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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.
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EVIDENCE OUTCOMES	RW.3.4.1. d.	Present a brief report of the research findings to an audience.
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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)
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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.
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STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
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STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
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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)
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INDICATOR	RW.3.2.3. a.i.	Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)
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INDICATOR	RW.3.2.3. a.ii.	Decode words with common Latin suffixes. (CCSS: RF.3.3b)
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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)
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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)
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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)
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EVIDENCE OUTCOMES	RW.3.3.2 .b.	Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)
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EVIDENCE OUTCOMES	RW.3.3.2 .d.	Provide a concluding statement or section. (CCSS: W.3.2d)
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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)
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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)
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INDICATOR	RW.3.3.4 .a.iii.	Form and use regular and irregular verbs. (CCSS: L.3.1d)
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CONTENT AREA **RW.3.3. Writing and Composition**

STANDARD	RW.3.3.4 .b.	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)
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INDICATOR	RW.3.3.4. b.i.	Capitalize appropriate words in titles. (CCSS: L.3.2a)
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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)
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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)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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EVIDENCE OUTCOMES	RW.3.3.4.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)
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INDICATOR	RW.3.3.4. c.i.	Choose words and phrases for effect. (CCSS: L.3.3a)
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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.
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CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
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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)
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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)
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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)
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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)
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