Main Criteria: Adventures in Writing Secondary Criteria: Connecticut State Standards

> Subject: Language Arts Grade: 3

## **Adventures in Writing**

Benjamin Franklin's Lightning Rod

## Connecticut State Standards Language Arts

Grade 3 - Adopted: 2010

DOMAIN / CONTENT STANDARD

**EXPECTATION** 

CT.CC.RI Reading Standards for Informational Text .3.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

DOMAIN / CT.CC.RI Reading Standards for Informational Text CONTENT

STANDARD	.5.		
STATE		Craft and Structure	

FRAMEWORK		
GRADE LEVEL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3
EXPECTATION		topic or subject area.

#### DOMAIN / CT.CC.RI Reading Standards for Informational Text CONTENT STANDARD

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

#### DOMAIN / CT.CC.RI Reading Standards for Informational Text CONTENT .3. **STANDARD**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.3.10.	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.

DOMAIN /	CT.CC.RFReading Standards: Foundational Skills
CONTENT	.3.
STANDARD	

STATE FRAMEWORK	Fluency
GRADE LEVEL EXPECTATION	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W. 3.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.SL	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1(a)	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.

SL.3.1(b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,

speaking one at a time about the topics and texts under discussion).

INDICATOR

Of others.  INDICATOR SL.3.1(d) Explain their own ideas and understanding in lig  DOMAIN / CONTENT STANDARD  CT.CC.S Speaking and Listening Standards L.3.  STATE FRAMEWORK  Comprehension and Collaboration	s of a text read aloud or information presented in diverse media and
DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  CT.CC.S Speaking and Listening Standards  Comprehension and Collaboration  Comprehension and Collaboration  Determine the main ideas and supporting details formats, including visually, quantitatively, and orange of the content of the con	s of a text read aloud or information presented in diverse media and
STATE FRAMEWORK  Comprehension and Collaboration  GRADE LEVEL EXPECTATION  CT.CC.S Speaking and Listening Standards L.3.  CONTENT STANDARD  L.3.  Comprehension and Collaboration  Comprehension and C	
GRADE LEVEL SL.3.2. Determine the main ideas and supporting details formats, including visually, quantitatively, and orange of the content standards L.3.  CT.CC.S Speaking and Listening Standards L.3.	
DOMAIN / CT.CC.S Speaking and Listening Standards CONTENT L.3.	
CONTENT L.3. STANDARD	
STATE Presentation of Knowledge and Ideas	
FRAMEWORK	
GRADE LEVEL SL.3.4. Report on a topic or text, tell a story, or recount a speaking clearly at an understandable pace.	an experience with appropriate facts and relevant, descriptive details,
GRADE LEVEL SL.3.6. Speak in complete sentences when appropriate EXPECTATION clarification.	to task and situation in order to provide requested detail or
DOMAIN / CT.CC.L. Language Standards CONTENT 3. STANDARD	
STATE Conventions of Standard English FRAMEWORK	
GRADE LEVEL L.3.1. Demonstrate command of the convention speaking.	s of standard English grammar and usage when writing or
INDICATOR L.3.1(a) Explain the function of nouns, pronouns, verbs, a sentences.	adjectives, and adverbs in general and their functions in particular
INDICATOR L.3.1(h) Use coordinating and subordinating conjunction	s.
DOMAIN / CT.CC.L. Language Standards CONTENT 3. STANDARD	
STATE Conventions of Standard English FRAMEWORK	
	s of standard English capitalization, punctuation, and
GRADE LEVEL L.3.2. Demonstrate command of the convention spelling when writing.	
INDICATOR L.3.2(a) Capitalize appropriate words in titles.	d other studied words and for adding suffixes to base words (e.g.,

CT.CC.L. Language Standards

3.

STATE FRAMEWORK	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR L.3.3(a) Choose words and phrases for effect.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

STATE
FRAMEWORK

Vocabulary Acquisition and Use

GRADE LEVEL
EXPECTATION

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards 3.

STATE FRAMEWORK

CRADE LEVEL EXPECTATION

Vocabulary Acquisition and Use

Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

NT 3.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Dolphins

Connecticut State Standards Language Arts

Grade 3 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text .3.

STATE Key Ideas and Details FRAMEWORK

GRADE LEVEL RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. EXPECTATION

DOMAIN /
CONTENT
<b>STANDARD</b>

## CT.CC.RI Reading Standards for Informational Text

.3.

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

#### DOMAIN / CONTENT **STANDARD**

### CT.CC.RI Reading Standards for Informational Text

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

#### DOMAIN / CONTENT **STANDARD**

#### CT.CC.RI Reading Standards for Informational Text

.3.

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.3.10.	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.

#### DOMAIN / CONTENT STANDARD

### CT.CC.RFReading Standards: Foundational Skills

STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	RF.3.3(b)	Decode words with common Latin suffixes.

#### DOMAIN / CONTENT **STANDARD**

#### CT.CC.RFReading Standards: Foundational Skills

.3.

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION		Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## CT.CC.W. Writing Standards 3.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.

DOMAIN /

**INDICATOR** 

#### CT.CC.W. Writing Standards

W.3.2(d) Provide a concluding statement or section.

3.

CONTENT STANDARD

STATE FRAMEWORK		Production and Distribution of Writing	
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	

#### DOMAIN / CONTENT STANDARD

STATE

#### CT.CC.W. Writing Standards

Range of Writing

3.

GRADE LEVEL W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### DOMAIN / CONTENT STANDARD

## CT.CC.SL Speaking and Listening Standards

.3.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
CT.CC.S L.3.	Speaking and Listening Standards
	Comprehension and Collaboration
SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CT.CC.S L.3.	Speaking and Listening Standards
	Presentation of Knowledge and Ideas
SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CT.CC.L. 3.	Language Standards
	Conventions of Standard English
L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or
	speaking.
L.3.1(a)	
	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular
L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1(a)  L.3.1(d)  CT.CC.L.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  Form and use regular and irregular verbs.
L.3.1(a)  L.3.1(d)  CT.CC.L.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  Form and use regular and irregular verbs.  Language Standards
L.3.1(a)  L.3.1(d)  CT.CC.L. 3.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  Form and use regular and irregular verbs.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and
L.3.1(a)  L.3.1(d)  CT.CC.L. 3.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  Form and use regular and irregular verbs.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	CT.CC.S L.3. SL.3.2. CT.CC.S L.3. SL.3.4.

CT.CC.L. Language Standards

3.	

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.3.3(a)	Choose words and phrases for effect.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

3.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards 3.

STATE
FRAMEWORK

Vocabulary Acquisition and Use

GRADE LEVEL
EXPECTATION

CRADE LEVEL L.3.5.

Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards 3.

STATE FRAMEWORK

CRADE LEVEL L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Hagia Sophia

Connecticut State Standards Language Arts

Grade 3 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text .3.

STATE Key Ideas and Details FRAMEWORK

GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
DOMAIN / CONTENT STANDARD	CT.CC.RI .3.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
DOMAIN / CONTENT STANDARD	CT.CC.RI .3.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.3.10.	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.
DOMAIN / CONTENT STANDARD	CT.CC.RF	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	RF.3.3(b)	Decode words with common Latin suffixes.
DOMAIN / CONTENT STANDARD	CT.CC.RF	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.

INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
INDICATOR	W.3.2(d)	Provide a concluding statement or section.
DOMAIN / CONTENT STANDARD	CT.CC.W. 3.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
DOMAIN / CONTENT STANDARD	CT.CC.W. 3.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT ST ANDARD	CT.CC.SL	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1(a)	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.

speaking one at a time about the topics and texts under discussion).

SL.3.1(b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,

INDICATOR

SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
CT.CC.S L.3.	Speaking and Listening Standards
	Comprehension and Collaboration
SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CT.CC.S L.3.	Speaking and Listening Standards
	Presentation of Knowledge and Ideas
SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CT.CC.L. 3.	Language Standards
	Conventions of Standard English
L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or
	speaking.
L.3.1(a)	
	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular
L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1(a)  L.3.1(d)  CT.CC.L.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  Form and use regular and irregular verbs.
L.3.1(a)  L.3.1(d)  CT.CC.L.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  Form and use regular and irregular verbs.  Language Standards
L.3.1(a)  L.3.1(d)  CT.CC.L. 3.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  Form and use regular and irregular verbs.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and
L.3.1(a)  L.3.1(d)  CT.CC.L. 3.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  Form and use regular and irregular verbs.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	CT.CC.S L.3. SL.3.2. CT.CC.S L.3. SL.3.4.

CT.CC.L. Language Standards

3.

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	I 3 3(a)	Change words and phrases for effect

INDICATOR

L.3.3(a)

Choose words and phrases for effect.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

DOMAIN / CONTENT **STANDARD** 

3.

3.

CT.CC.L. Language Standards

STATE Vocabulary Acquisition and Use

FRAMEWORK	
GRADE LEVEL EXPECTATION	Demonstrate understanding of word relationships and nuances in word meanings.

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). **INDICATOR** L.3.5(a)

DOMAIN / CONTENT **STANDARD** 

FRAMEWORK

CT.CC.L. Language Standards

STATE **Vocabulary Acquisition and Use** 

GRADE LEVEL Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and L.3.6. **EXPECTATION** phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Hannibal's War

**Connecticut State Standards** Language Arts

Grade 3 - Adopted: 2010

DOMAIN / CONTENT **STANDARD** 

CT.CC.RI Reading Standards for Informational Text .3.

**Key Ideas and Details** 

STATE FRAMEWORK

GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
DOMAIN / CONTENT STANDARD	CT.CC.RI .3.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W. 3.	Writing Standards
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STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.SI	L Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.3.	Speaking and Listening Standards

# STANDARD

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD		
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.3.3(a)	Choose words and phrases for effect.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		John Muir
		Connecticut State Standards Language Arts
		Grade 3 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI	
CONTENT		Grade 3 - Ado pted: 2010
CONTENT STANDARD STATE		Grade 3 - Adopted: 2010  Reading Standards for Informational Text
STATE FRAMEWORK  GRADE LEVEL	RI.3.2.	Grade 3 - Adopted: 2010  Reading Standards for Informational Text  Key Ideas and Details
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT	RI.3.2.	Grade 3 - Adopted: 2010  Reading Standards for Informational Text  Key Ideas and Details  Determine the main idea of a text; recount the key details and explain how they support the main idea.
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD	RI.3.2.	Reading Standards for Informational Text  Key Ideas and Details  Determine the main idea of a text; recount the key details and explain how they support the main idea.  Reading Standards for Informational Text
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL	RI.3.2.  CT.CC.RI .3.	Reading Standards for Informational Text  Key Ideas and Details  Determine the main idea of a text; recount the key details and explain how they support the main idea.  Reading Standards for Informational Text  Craft and Structure  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  DOMAIN / CONTENT STANDARD	RI.3.2.  CT.CC.RI .3.  RI.3.4.	Reading Standards for Informational Text  Key Ideas and Details  Determine the main idea of a text; recount the key details and explain how they support the main idea.  Reading Standards for Informational Text  Craft and Structure  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.3.10.	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.
DOMAIN / CONTENT STANDARD	CT.CC.RF	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
CONTENT		Writing Standards  Text Types and Purposes
CONTENT STANDARD STATE		
STATE FRAMEWORK GRADE LEVEL	3.	Text Types and Purposes
STATE FRAMEWORK  GRADE LEVEL EXPECTATION	W.3.2.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR	W.3.2. W.3.2(a)	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR	W.3.2.  W.3.2(a)  W.3.2(b)	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Develop the topic with facts, definitions, and details.
CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  INDICATOR  DOMAIN / CONTENT	W.3.2(a) W.3.2(b) W.3.2(d) CT.CC.W.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Develop the topic with facts, definitions, and details.  Provide a concluding statement or section.
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE	W.3.2(a) W.3.2(b) W.3.2(d) CT.CC.W.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Develop the topic with facts, definitions, and details.  Provide a concluding statement or section.  Writing Standards

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as

GRADE LEVEL

EXPECTATION

W.3.6.

well as to interact and collaborate with others.

clearly.

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### DOMAIN / CONTENT STANDARD

CT.CC.SL Speaking and Listening Standards

STATE FRAMEWORK	Comprehension and Collaboration
GRADE LEVEL	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

INIDIOATOD	01 04(-)	Control of the control of the first of the control
INDICATOR	SL 3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and
	0 = .0. = (0.)	come to allocations propared; having road or cadina required material, explicitly drain on that propared
		other information known about the tenic to explore ideas under discussion

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

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

INDICATOR	SI 3 1(d)	Explain their own ideas and understanding in light of the discussion

#### DOMAIN / CONTENT STANDARD

CT.CC.S Speaking and Listening Standards L.3.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### DOMAIN / CONTENT STANDARD

STATE

CT.CC.S Speaking and Listening Standards L.3.

Presentation of Knowledge and Ideas

FRAMEWORK		
GRADE LEVEL EXPECTATION	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

GRADE LEVEL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or
EXPECTATION		clarification.

#### DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards

STATE	Conventions of Standard English
FRAMEWORK	
I IVAIIIL WORK	

GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
INDICATOR	L.3.2(b)	Use commas in addresses.
INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECT ATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.3.3(a)	Choose words and phrases for effect.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR  L35(a) Distinguish the iteral and nonliteral meanings of words and phrases in context (e.g., take steps).  DOMAIN   CONTENT STANDARD  STATE FRANKWORK    Vocabulary Acquisition and Use			
STATE FRAMEWORK  STATE FRAMEWORK  Las. Acquire and use accurately grade-appropriate conversational; general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dimer that night we went looking for them).  Leff Elissiscon  Connecticut State Standards Language Arts CONTENT STANDARD  CT.CC.RI Reading Standards for Informational Text 3.3  STATE FRAMEWORK  CT.CC.RI Reading Standards for Informational Text 3.3  STATE FRAMEWORK  CT.CC.RI Reading Standards for Informational Text 3.3  STATE FRAMEWORK  CT.CC.RI Reading Standards for Informational Text 3.3  STATE FRAMEWORK  RI3.2. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject time.  DOMAIN / CONTENT 3.3  CT.CC.RI Reading Standards for Informational Text 3.3  STATE FRAMEWORK  RI3.2. Use information gained from Bustations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the lext (e.g., where, when, why, and how lawy events occur).  CRADE LEVEL  RI3.3. Use information gained from Bustations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the lext (e.g., where, when, why, and how lawy events occur).  CRADE LEVEL  RI3.3. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, stritsecondrivind in a sequence).  CT.CC.RI Reading Standards for Informational Text STATE FRAMEWORK  Ri3.3. By the end of the year, read and comprehend informational texts, including history/social studies, science, and	INDICATOR	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CRADELEVEL  RI3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 stylectation.  CT.CC.RI Reading Standards for Informational Text STATE FRAMEWORK  RI3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  DOMAIN I CT.CC.RI Reading Standards for Informational Text STATE FRAMEWORK  RI3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  GRADE LEVEL RI3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., companson, cause/reflect, list/second/third in a sequence).  CRADE LEVEL RI3.9. Bescribe the logical connection between particular sentences and paragraphs in a text (e.g., companson, cause/reflect, list/second/third in a sequence).  CRADE LEVEL RI3.9. By the end of the year, read and comprehend informational texts, including history/social studies, science, and	CONTENT		Language Standards
phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).  Leif Erikssom  Connecticut State Standards Language Arts Grade 3 - Adopted: 2010  CT.CC.RI Reading Standards for Informational Text 3.  STATE FRAMEWORK  CRADE LEVEL EXPECTATION  CT.CC.RI Reading Standards for Informational Text 3.  CT.CC.RI Reading Standards for Informational Text 3.  STATE FRAMEWORK  CT.CC.RI Reading Standards for Informational Text 3.  STATE FRAMEWORK  CT.CC.RI Reading Standards for Informational Text 3.  STATE FRAMEWORK  CT.CC.RI Reading Standards for Informational Text 3.  STATE FRAMEWORK  CT.CC.RI Reading Standards for Informational Text 3.  STATE FRAMEWORK  CT.CC.RI Reading Standards for Informational Text 3.  STATE FRAMEWORK  CT.CC.RI Reading Standards for Informational Text 3.  STATE FRAMEWORK  CT.CC.RI Reading Standards for Informational Text 3.  STATE FRAMEWORK  Integration of Knowledge and Ideas  GRADE LEVEL EXPECTATION  RI.3.  Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  GRADE LEVEL EXPECTATION  CT.CC.RI Reading Standards for Informational Text 3.  CT.CC.RI Reading Standards for Informational Text 3.  STATE FRAMEWORK  RI.3.  Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/reflect, first/second/frind in a sequence).  DOMAIN CONTENT STANDARD  CT.CC.RI Reading Standards for Informational Text 3.  STATE Range of Reading and Level of Text Complexity FRAMEWORK  RANGE LEVEL RI.3.  By the end of the year, read and comprehend informational texts, including history/social studies, science, and			Vocabulary Acquisition and Use
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DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  CT.CC.RI Reading Standards for Informational Text stopic or subject area.  CT.CC.RI Reading Standards for Informational Text stopic or subject area.  CT.CC.RI Reading Standards for Informational Text standards  STATE FRAMEWORK  Integration of Knowledge and Ideas  FRAMEWORK  RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  GRADE LEVEL EXPECTATION  RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  CT.CC.RI Reading Standards for Informational Text standards  STATE FRAMEWORK  Range of Reading and Level of Text Complexity  FRAMEWORK  Range of Reading and Level of Text Complexity  Range of the expert and and comprehend informational texts, including history/social studies, science, and			Key Ideas and Details
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GRADE LEVEL EXPECTATION  RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  GRADE LEVEL EXPECTATION  RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  Range of Reading and Level of Text Complexity  Range of Reading and Level of Text Complexity  RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and	CONTENT		Reading Standards for Informational Text
DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  CT.CC.RI Reading Standards for Informational Text (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  GRADE LEVEL EXPECTATION  RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  CT.CC.RI Reading Standards for Informational Text (content of the pear, read and comprehend informational texts, including history/social studies, science, and			Craft and Structure
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  GRADE LEVEL EXPECTATION  RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  CT.CC.RI Reading Standards for Informational Text .3.  STATE FRAMEWORK  Range of Reading and Level of Text Complexity  GRADE LEVEL RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and		RI.3.4.	
GRADE LEVEL EXPECTATION  RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  GRADE LEVEL RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  DOMAIN / CONTENT STANDARD  CT.CC.RI Reading Standards for Informational Text .3.  Range of Reading and Level of Text Complexity  GRADE LEVEL RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and	CONTENT		Reading Standards for Informational Text
EXPECTATION understanding of the text (e.g., where, when, why, and how key events occur).  GRADE LEVEL RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  Range of Reading and Level of Text Complexity  GRADE LEVEL RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and			Integration of Knowledge and Ideas
DOMAIN / CT.CC.RI Reading Standards for Informational Text CONTENT STANDARD  STATE FRAMEWORK  Range of Reading and Level of Text Complexity  GRADE LEVEL RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and		RI.3.7.	
CONTENT STANDARD  STANDARD  STATE Range of Reading and Level of Text Complexity  GRADE LEVEL RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and		RI.3.8.	
GRADE LEVEL RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and	CONTENT		Reading Standards for Informational Text
			Range of Reading and Level of Text Complexity
		RI.3.10.	

## CT.CC.RFReading Standards: Foundational Skills .3.

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### DOMAIN / CONTENT STANDARD

## CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
INDICATOR	W.3.2(d)	Provide a concluding statement or section.

#### DOMAIN / CONTENT STANDARD

### CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

#### DOMAIN / CONTENT STANDARD

## CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### DOMAIN / CONTENT STANDARD

### CT.CC.SL Speaking and Listening Standards

.3.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.3.	Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CT.CC.S Speaking and Listening Standards L.3.

STATE Presentation of Knowledge and Ideas FRAMEWORK GRADE LEVEL SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, **EXPECTATION** speaking clearly at an understandable pace.

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or

DOMAIN /

GRADE LEVEL

EXPECTATION

CT.CC.L. Language Standards

clarification.

SL.3.6.

CONTENT

STANDARD

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
INDICATOR	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.

DOMAIN /
CONTENT
STANDARD

## CT.CC.L. Language Standards

•			
3.			

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

#### DOMAIN / CONTENT **STANDARD**

## CT.CC.L. Language Standards

STATE FRAMEWORK	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Choose words and phrases for effect. **INDICATOR** L.3.3(a)

#### DOMAIN / CONTENT **STANDARD**

## CT.CC.L. Language Standards

STATE FRAMEWORK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**INDICATOR** L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.

#### DOMAIN / CONTENT **STANDARD**

#### CT.CC.L. Language Standards

3.

STATE FRAMEWORK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	Demonstrate understanding of word relationships and nuances in word meanings.

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). INDICATOR L.3.5(a)

#### DOMAIN / CONTENT **STANDARD**

## CT.CC.L. Language Standards

3.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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## Connecticut State Standards Language Arts

Grade 3 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

.3.

.3.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

STATE FRAMEWORK

Craft and Structure

GRADE LEVEL RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

.3.

STATE FRAMEWORK		Integration of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	
GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text .3.

Range of Reading and Level of Text Complexity

GRADE LEVEL
EXPECTATION

Range of Reading and Level of Text Complexity

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.

DOMAIN / CONTENT STANDARD CT.CC.RF Reading Standards: Foundational Skills .3.

STATE Fluency

GRADE LEVEL EXPECTATION

Fluency

INDICATOR RF.3.4(a) Read on-level text with purpose and understanding.

INDICATOR RF.3.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## CT.CC.W. Writing Standards 3.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
INDICATOR	W.3.2(d)	Provide a concluding statement or section.

#### DOMAIN / CONTENT STANDARD

STATE FRAMEWORK

## CT.CC.W. Writing Standards 3.

	Production and Distribution of Writing

GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

<b>GRADE LEVEL</b>	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as
<b>EXPECTATION</b>		well as to interact and collaborate with others.

#### DOMAIN / CONTENT STANDARD

#### CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### DOMAIN / CONTENT STANDARD

## CT.CC.SL Speaking and Listening Standards

.3.

STATE FRAMEWORK		Comprehension and Collaboration	
GRADE LEVEL EXPECT ATION	SL.3.1.	ngage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) ith diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own learly.	
INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	

INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	
INDICATOR	SL.3.1(d)	xplain their own ideas and understanding in light of the discussion.	
DOMAIN / CONTENT STANDARD	CT.CC.S L.3.	peaking and Listening Standards	
STATE FRAMEWORK		Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
DOMAIN / CONTENT STANDARD	CT.CC.S L.3.	Speaking and Listening Standards	
STATE FRAMEWORK		Presentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards	
STATE FRAMEWORK		Conventions of Standard English	
GRADE LEVEL EXPECT ATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	
INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.	
INDICATOR	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards	
STATE FRAMEWORK		Conventions of Standard English	
GRADE LEVEL EXPECT ATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.	
INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	

**INDICATOR** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending L.3.2(f) rules, meaningful word parts) in writing words. DOMAIN / CT.CC.L. Language Standards CONTENT 3. **STANDARD** Knowledge of Language STATE **FRAMEWORK GRADE LEVEL** L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. **EXPECTATION INDICATOR** L.3.3(a) Choose words and phrases for effect. DOMAIN / CT.CC.L. Language Standards CONTENT 3. **STANDARD** STATE Vocabulary Acquisition and Use **FRAMEWORK GRADE LEVEL** L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade **EXPECTATION** 3 reading and content, choosing flexibly from a range of strategies. **INDICATOR** L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase. DOMAIN / CT.CC.L. Language Standards CONTENT 3. **STANDARD** STATE Vocabulary Acquisition and Use **FRAMEWORK GRADE LEVEL** L.3.5. Demonstrate understanding of word relationships and nuances in word meanings. **EXPECT ATION INDICATOR** L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). DOMAIN / CT.CC.L. Language Standards CONTENT 3. **STANDARD** STATE **Vocabulary Acquisition and Use FRAMEWORK** GRADE LEVEL 1.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and **FXPECTATION** phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). Mayflower, Part 1 Connecticut State Standards

# Language Arts

Grade 3 - Adopted: 2010

DOMAIN / CONTENT **STANDARD** 

CT.CC.RI Reading Standards for Informational Text .3.

STATE	Key Ideas and Details
FRAMEWORK	

GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
GRADE LEVEL EXPECTATION	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.3.10.	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.
DOMAIN / CONTENT STANDARD	CT.CC.RF	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN /	CT.CC.W.	Writing Standards

DOMAIN / CT.CC.W. Writing Standards
CONTENT 3.
STANDARD

STATE Production and Distribution of Writing FRAMEWORK	
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GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

## CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

#### DOMAIN / CONTENT STANDARD

### CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Range of Writing
GRADE LEVEL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
EXPECTATION		single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### DOMAIN / CONTENT STANDARD

## CT.CC.SL Speaking and Listening Standards

.3.

STATE FRAMEWORK		Comprehension and Collaboration	
GRADE LEVEL EXPECT ATION	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	
INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	
INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.	

#### DOMAIN / CONTENT STANDARD

## CT.CC.S Speaking and Listening Standards

L.3.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / CONTENT STANDARD	CT.CC.S L.3.	Speaking and Listening Standards	
STATE FRAMEWORK		resentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards	
STATE FRAMEWORK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or peaking.	
INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards	
STATE FRAMEWORK		Knowledge of Language	
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
INDICATOR	L.3.3(a)	Choose words and phrases for effect.	
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards	
STATE FRAMEWORK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	

STATE FRAMEWORK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards

STATE FRAMEWORK	Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	Demonstrate understanding of word relationships and nuances in word meanings.	

INDICATOR L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

## CT.CC.L. Language Standards

3.	

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

## Mayflower, Part 2

## Connecticut State Standards Language Arts

Grade 3 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

		3	

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
INDICATOR	W.3.2(d)	Provide a concluding statement or section.

#### DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

#### DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## CT.CC.L. Language Standards

O1.00.L.	Language	Otunaun
3.		

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
INDICATOR	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.

#### DOMAIN / CONTENT **STANDARD**

## CT.CC.L. Language Standards

3.			

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

#### DOMAIN / CONTENT **STANDARD**

#### CT.CC.L. Language Standards 3.

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.3.3(a)	Choose words and phrases for effect.

## My Friend, Part 1

## Connecticut State Standards Language Arts Grade 3 - Adopted: 2010

DOMAIN / CONTENT **STANDARD** 

## CT.CC.RI Reading Standards for Informational Text

.3.

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

#### CT.CC.W. Writing Standards

3.		

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION		Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

DOMAIN / CONTENT

CT.CC.W. Writing Standards

STANDARD

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

DOMAIN / CONTENT **STANDARD**  CT.CC.W. Writing Standards

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT **STANDARD**  CT.CC.SL Speaking and Listening Standards

.3.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

DOMAIN / CONTENT **STANDARD**  CT.CC.S Speaking and Listening Standards

L.3.

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
DOMAIN /	CT.CC.L.	Language Standards

CONTENT STANDARD 3.

STATE FRAMEWORK	Knowledge of Language
GRADE LEVEL EXPECT ATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR L.3.3(a) Choose words and phrases for effect.

DOMAIN / CONTENT **STANDARD** 

CT.CC.L. Language Standards 3.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

My Friend, Part 2

## Connecticut State Standards Language Arts Grade 3 - Adopted: 2010

DOMAIN / CONTENT CT.CC.W. Writing Standards

3. STANDARD

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
INDICATOR	W.3.2(d)	Provide a concluding statement or section.
DOMAIN /	CT.CC.W. Writing Standards	

CONTENT STANDARD

3.

TATE Production and Distribution of Writing RAMEWORK	
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GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Knowledge of Language

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

GRADE LEVEL EXPECTATION

L.3.3.

**INDICATOR** L.3.3(a) Choose words and phrases for effect. My House, Part 1 Connecticut State Standards Language Arts Grade 3 - Adopted: 2010 DOMAIN / CT.CC.RI Reading Standards for Informational Text CONTENT .3. **STANDARD** STATE Craft and Structure **FRAMEWORK GRADE LEVEL** RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 **EXPECTATION** topic or subject area. **DOMAIN /** CT.CC.W. Writing Standards CONTENT 3. STANDARD STATE **Text Types and Purposes FRAMEWORK GRADE LEVEL** W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **EXPECT ATION INDICATOR** W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **DOMAIN /** CT.CC.W. Writing Standards CONTENT 3. **STANDARD** STATE **Production and Distribution of Writing FRAMEWORK GRADE LEVEL** W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to **EXPECTATION** task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **GRADE LEVEL** W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, **EXPECTATION** and editing. DOMAIN / CT.CC.W. Writing Standards CONTENT 3. **STANDARD** STATE Range of Writing **FRAMEWORK GRADE LEVEL** W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **EXPECTATION** single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. DOMAIN / CT.CC.SL Speaking and Listening Standards CONTENT .3. **STANDARD** Comprehension and Collaboration STATE **FRAMEWORK** 

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

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

GRADE LEVEL

**EXPECT ATION** 

SL.3.1.

clearly.

INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

EXPECTATION

CT.CC.S Speaking and Listening Standards L.3.

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or

DOMAIN / CT.CC.L. Language Standards CONTENT 3. STANDARD

STATE FRAMEWORK	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR L.3.3(a) Choose words and phrases for effect.

clarification.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

My House, Part 2

# Connecticut State Standards Language Arts Grade 3 - Adopted: 2010

DOMAIN / CT.CC.W. Writing Standards CONTENT 3. STANDARD

STATE FRAMEWORK	Text Types and Purposes
GRADE LEVEL EXPECT AT ION	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
INDICATOR	W.3.2(d)	Provide a concluding statement or section.

CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

#### DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## DOMAIN / CONTENT STANDARD

3.

3.

CT.CC.L. Language Standards

7.11.27.11.2

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.

## DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards

STATE FRAMEWORK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.3.2(a) Capitalize appropriate words in titles.

INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.3.3(a)	Choose words and phrases for effect.
		Nile River, Yangtze River
DOMAIN /		Connecticut State Standards  Language Arts  Grade 3 - Adopted: 2010  Reading Standards for Informational Text
CONTENT STANDARD	.3.	
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

STATE FRAMEWORK	Range of Reading and Level of Text Complexity

CT.CC.RI Reading Standards for Informational Text

DOMAIN / CONTENT STANDARD

.3.

GRADE LEVEL EXPECTATION	RI.3.10.	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.
DOMAIN / CONTENT STANDARD	CT.CC.RF	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	RF.3.3(b)	Decode words with common Latin suffixes.
DOMAIN / CONTENT STANDARD	CT.CC.RF	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.SL	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.3.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.S L.3.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
DOMAIN / CONTENT STANDARD	CT.CC.L.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		Orchestra and Conductor
		Connecticut State Standards  Language Arts  Grade 3 - Adopted: 2010
DOMAIN /	CT CC RI	Reading Standards for Informational Text
CONTENT STANDARD	.3.	Reading Standards for informational rext
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.3.10.	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.

## CT.CC.RFReading Standards: Foundational Skills

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STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	RF.3.3(b)	Decode words with common Latin suffixes.

### DOMAIN / CONTENT STANDARD

## CT.CC.RFReading Standards: Foundational Skills

.3.

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## DOMAIN / CONTENT STANDARD

## CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### DOMAIN / CONTENT STANDARD

## CT.CC.SL Speaking and Listening Standards

.3.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

DOMAIN /
CONTENT
<b>STANDARD</b>

# $\begin{tabular}{ll} CT.CC.S & Speaking and Listening Standards \\ L.3. \end{tabular}$

STANDARD		
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.S L.3.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use

INDICATOR L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CT.CC.L. Language Standards

3.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Roanoke, Part 1

## **Connecticut State Standards** Language Arts

Grade 3 - Adopted: 2010

DOMAIN / CONTENT **STANDARD** 

CT.CC.RI Reading Standards for Informational Text .3.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

DOMAIN / CONTENT **STANDARD** 

CT.CC.RI Reading Standards for Informational Text .3.

**Craft and Structure** STATE **FRAMEWORK** 

**GRADE LEVEL** RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 **EXPECTATION** topic or subject area.

DOMAIN / CONTENT **STANDARD**  CT.CC.RI Reading Standards for Informational Text

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
GRADE LEVEL EXPECTATION	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.

DOMAIN / CONTENT **STANDARD**  CT.CC.RI Reading Standards for Informational Text

.3.

.3.

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.3.10.	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.

STATE FRAMEWORK

#### CT.CC.RFReading Standards: Foundational Skills .3.

Fluency
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**GRADE LEVEL** RF.3.4. **EXPECT ATION** 

Read with sufficient accuracy and fluency to support comprehension.

**INDICATOR** 

RF.3.4(a) Read on-level text with purpose and understanding.

**INDICATOR** 

RF.3.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### DOMAIN / CONTENT **STANDARD**

#### CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### DOMAIN / CONTENT **STANDARD**

## CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

#### DOMAIN / CONTENT **STANDARD**

## CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### DOMAIN / CONTENT ST

## CT.CC.SL Speaking and Listening Standards

.3.

ANDARD	

STATE FRAMEWORK	Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

## **INDICATOR**

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

INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

CT.CC.S Speaking and Listening Standards L.3.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / CONTENT STANDARD CT.CC.S Speaking and Listening Standards L.3.

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

STATE FRAMEWORK

GRADE LEVEL EXPECTATION

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR

L.3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

 $\label{eq:location} \text{INDICATOR} \qquad \quad \text{L.3.1(d)} \qquad \text{Form and use regular and irregular verbs}.$ 

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

STATE Knowledge of Language

GRADE LEVEL EXPECTATION

Knowledge of Language and its conventions when writing, speaking, reading, or listening.

INDICATOR L.3.3(a) Choose words and phrases for effect.

DOMAIN / CT.CC.L. Language Standards CONTENT 3. STANDARD

3.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

CT.CC.L. Language Standards

STATE FRAMEWORK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards 3.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Roanoke, Part 2

## Connecticut State Standards Language Arts

Grade 3 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
INDICATOR	W.3.2(d)	Provide a concluding statement or section.

DOMAIN / CONTENT **STANDARD**  CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
DOMAIN / CONTENT	CT.CC.W	. Writing Standards

CONTENT STANDARD

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.

DOMAIN / CONTENT **STANDARD** 

CT.CC.L. Language Standards

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

DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards 3.

STATE FRAMEWORK	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**INDICATOR** L.3.3(a) Choose words and phrases for effect.

#### Roman Colosseum

## Connecticut State Standards Language Arts

Grade 3 - Adopted: 2010

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

		٠	3

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

DOMAIN / CONTENT STANDARD

**FRAMEWORK** 

CT.CC.RI Reading Standards for Informational Text .3.

STATE	Craft and Structure		

GRADE LEVEL RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

.3.

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

DOMAIN / CONTENT STANDARD

.3.

CT.CC.RI Reading Standards for Informational Text

STATE
FRAMEWORK

Range of Reading and Level of Text Complexity

GRADE LEVEL
RI.3.10. 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.

DOMAIN / CONTENT STANDARD

**EXPECTATION** 

CT.CC.RFReading Standards: Foundational Skills

ENT .3

GRADE LEVEL RF.3.4. Read with sufficient accuracy and fluency to support comprehension.	
EXPECTATION	
INDICATOR RF.3.4(a) Read on-level text with purpose and understanding.	

INDICATOR RF.3.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.

CT.CC.W. Writing Standards 3.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

# DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# DOMAIN / CONTENT STANDARD

## CT.CC.SL Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

DOMAIN /
CONTENT
<b>STANDARD</b>

## CT.CC.S Speaking and Listening Standards

CONTENT STANDARD	L.3.	
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.S L.3.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
CONTENT		Language Standards  Knowledge of Language
CONTENT STANDARD STATE	3. L.3.3.	
STATE FRAMEWORK  GRADE LEVEL	3. L.3.3.	Knowledge of Language
STATE FRAMEWORK  GRADE LEVEL EXPECTATION	L.3.3.	Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT	L.3.3. L.3.3(a) CT.CC.L.	Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Choose words and phrases for effect.
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT STANDARD  STATE	L.3.3. L.3.3(a) CT.CC.L. 3.	Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Choose words and phrases for effect.  Language Standards

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

3.

STATE FRAMEWORK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		Roman Hoplite, American Quarter Horse
		Connecticut State Standards  Language Arts  Grade 3 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI	I Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
DOMAIN / CONTENT STANDARD	CT.CC.RI	I Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
DOMAIN / CONTENT STANDARD	CT.CC.RI	I Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.3.10.	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.

STATE FRAMEWORK

## CT.CC.RFReading Standards: Foundational Skills .3.

Fluency
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GRADE LEVEL RF.3.4. Read with sufficient accuracy and fluency to support comprehension. EXPECTATION

INDICATOR RF.3.4(a) Read on-level text with purpose and understanding.

INDICATOR RF.3.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### DOMAIN / CONTENT STANDARD

CT.CC.SL Speaking and Listening Standards

.3

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

 $\label{eq:slanding} \text{INDICATOR} \qquad \qquad \text{SL.3.1(d)} \qquad \text{Explain their own ideas and understanding in light of the discussion.}$ 

DOMAIN / CONTENT STANDARD CT.CC.S Speaking and Listening Standards L.3.

STATE Comprehension and Collaboration

GRADE LEVEL SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / CONTENT STANDARD CT.CC.S Speaking and Listening Standards

STATE Presentation of Knowledge and Ideas FRAMEWORK

GRADE LEVEL SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details speaking clearly at an understandable pace.
GRADE LEVEL SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or EXPECTATION clarification.
DOMAIN / CT.CC.L. Language Standards CONTENT 3. STANDARD
STATE Conventions of Standard English FRAMEWORK
GRADE LEVEL L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR L.3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
INDICATOR L.3.1(d) Form and use regular and irregular verbs.
DOMAIN / CT.CC.L. Language Standards CONTENT 3. STANDARD
STATE Vocabulary Acquisition and Use FRAMEWORK
GRADE LEVEL L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN / CT.CC.L. Language Standards CONTENT 3. STANDARD
STATE Vocabulary Acquisition and Use FRAMEWORK
GRADE LEVEL L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
DOMAIN / CT.CC.L. Language Standards CONTENT 3. STANDARD
STATE Vocabulary Acquisition and Use FRAMEWORK
GRADE LEVEL L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
Rooster, Part 1

DOMAIN /
CONTENT
<b>STANDARD</b>

## CT.CC.RI Reading Standards for Informational Text

2	
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.3.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

#### DOMAIN / CONTENT STANDARD

## CT.CC.RI Reading Standards for Informational Text

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

#### DOMAIN / CONTENT STANDARD

## CT.CC.RI Reading Standards for Informational Text

STATE FRAMEWORK

Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

GRADE LEVEL RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison,

#### DOMAIN / CONTENT STANDARD

**EXPECTATION** 

## CT.CC.RI Reading Standards for Informational Text

cause/effect, first/second/third in a sequence).

.3.

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.3.10.	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.

#### DOMAIN / CONTENT STANDARD

# CT.CC.RF Reading Standards: Foundational Skills .3.

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

# CT.CC.W. Writing Standards 3.

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STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### DOMAIN / CONTENT STANDARD

## CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### DOMAIN / CONTENT STANDARD

## CT.CC.SL Speaking and Listening Standards

.3.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

## DOMAIN / CONTENT STANDARD

## CT.CC.S Speaking and Listening Standards

L.3.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### DOMAIN / CONTENT STANDARD

## CT.CC.S Speaking and Listening Standards

L.3.

STATE	Dragantation of Knowledge and Ideas	
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EDAMEMODK		

GRADE LEVEL EXPECTATION	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECT ATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.3.3(a)	Choose words and phrases for effect.
DOMAIN / CONTENT STANDARD		Choose words and phrases for effect.  Language Standards
DOMAIN / CONTENT	CT.CC.L.	
DOMAIN / CONTENT STANDARD	CT.CC.L.	Language Standards
DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL	CT.CC.L.	Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade
DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION	CT.CC.L. 3. L.3.4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT	CT.CC.L. 3.  L.3.4.  L.3.4(a)  CT.CC.L.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT STANDARD  STATE	CT.CC.L. 3.  L.3.4(a)  CT.CC.L. 3.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  Use sentence-level context as a clue to the meaning of a word or phrase.  Language Standards
DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL	CT.CC.L. 3.  L.3.4(a)  CT.CC.L. 3.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  Use sentence-level context as a clue to the meaning of a word or phrase.  Language Standards  Vocabulary Acquisition and Use
DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION	CT.CC.L. 3.  L.3.4(a)  CT.CC.L. 3.  L.3.5(a)	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  Use sentence-level context as a clue to the meaning of a word or phrase.  Language Standards  Vocabulary Acquisition and Use  Demonstrate understanding of word relationships and nuances in word meanings.
DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  DOMAIN / CONTENT  DOMAIN / CONTENT	CT.CC.L. 3. L.3.4(a) CT.CC.L. 3. L.3.5(a) CT.CC.L.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  Use sentence-level context as a clue to the meaning of a word or phrase.  Language Standards  Vocabulary Acquisition and Use  Demonstrate understanding of word relationships and nuances in word meanings.  Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**GRADE LEVEL EXPECTATION**  L.3.6.

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

Rooster, Part 2

## **Connecticut State Standards** Language Arts Grade 3 - Adopted: 2010

DOMAIN / CONTENT **STANDARD**  CT.CC.W. Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
INDICATOR	W.3.2(d)	Provide a concluding statement or section.

DOMAIN / CONTENT **STANDARD**  CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

DOMAIN / CONTENT **STANDARD**  CT.CC.W. Writing Standards

3.

Range of Writing STATE **FRAMEWORK GRADE LEVEL** W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **EXPECTATION** single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT **STANDARD**  CT.CC.L. Language Standards

STATE FRAMEWORK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.

CT.CC.L. Language Standards

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

DOMAIN / CONTENT **STANDARD**  CT.CC.L. Language Standards

STATE FRAMEWORK	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR Choose words and phrases for effect. L.3.3(a)

The Fox and the Crow, Part 1

Connecticut State Standards Language Arts Grade 3 - Adopted: 2010

DOMAIN / CONTENT STANDARD

CT.CC.R Reading Standards for Literature L.3.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	RL.3.2.	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.
GRADE LEVEL EXPECTATION	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

DOMAIN / CONTENT STANDARD CT.CC.R Reading Standards for Literature

L.3.

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
GRADE LEVEL EXPECTATION	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
DOMAIN / CONTENT STANDARD	CT.CC.R L.3.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.3.7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
DOMAIN / CONTENT STANDARD	CT.CC.R L.3.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.3.10.	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.
DOMAIN / CONTENT STANDARD	CT.CC.RF	Reading Standards: Foundational Skills
CONTENT		FReading Standards: Foundational Skills  Fluency
CONTENT STANDARD STATE	.3.	
STATE FRAMEWORK  GRADE LEVEL	RF.3.4.	Fluency
STATE FRAMEWORK GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR	RF.3.4.  RF.3.4(a)	Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  DOMAIN / CONTENT	RF.3.4(a)  RF.3.4(c)  CT.CC.W.	Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE	RF.3.4(a)  RF.3.4(c)  CT.CC.W. 3.	Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards
STATE FRAMEWORK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  DOMAIN / CONTENT STANDARD  STATE FRAMEWORK  GRADE LEVEL	RF.3.4(a)  RF.3.4(c)  CT.CC.W. 3.	Fluency  Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique,

CT.CC.W. Writing Standards 3.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

## CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### DOMAIN / CONTENT STANDARD

## CT.CC.SL Speaking and Listening Standards

.3.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

#### DOMAIN / CONTENT STANDARD

## CT.CC.S Speaking and Listening Standards

L.3.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### DOMAIN / CONTENT STANDARD

## CT.CC.S Speaking and Listening Standards

L.3.

FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6. **GRADE LEVEL** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or **EXPECTATION** clarification. DOMAIN / CT.CC.L. Language Standards CONTENT 3. **STANDARD** Conventions of Standard English STATE **FRAMEWORK GRADE LEVEL** L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or **EXPECTATION** speaking. **INDICATOR** L.3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences **INDICATOR** L.3.1(d) Form and use regular and irregular verbs. DOMAIN / CT.CC.L. Language Standards CONTENT **STANDARD** STATE **Vocabulary Acquisition and Use FRAMEWORK GRADE LEVEL** L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade **EXPECTATION** 3 reading and content, choosing flexibly from a range of strategies. **INDICATOR** L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase. DOMAIN / CT.CC.L. Language Standards CONTENT 3. **STANDARD** STATE Vocabulary Acquisition and Use **FRAMEWORK GRADE LEVEL** L.3.5. Demonstrate understanding of word relationships and nuances in word meanings. **EXPECTATION INDICATOR** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). L.3.5(a) DOMAIN / CT.CC.L. Language Standards 3. **STANDARD** 

CONTENT

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

The Fox and the Crow, Part 2

Connecticut State Standards Language Arts Grade 3 - Adopted: 2010

DOMAIN / CONTENT **STANDARD**  CT.CC.R Reading Standards for Literature

L.3.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	RL.3.2.	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.

CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.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.

## DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

## DOMAIN / CONTENT STANDARD

CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### DOMAIN / CONTENT STANDARD

CT.CC.S Speaking and Listening Standards

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards		
STATE FRAMEWORK		Conventions of Standard English		
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards		
STATE FRAMEWORK		Conventions of Standard English		
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
INDICATOR	L.3.2(a)	apitalize appropriate words in titles.		
INDICATOR	L.3.2(e)	se conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., ting, smiled, cries, happiness).		
INDICATOR	L.3.2(f)	se spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending les, meaningful word parts) in writing words.		
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards		
STATE FRAMEWORK		Knowledge of Language		
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
INDICATOR	L.3.3(a)	Choose words and phrases for effect.		
		The Theft of Thor's Hammer, Part 1		
		Connecticut State Standards  Language Arts  Grade 3 - Adopted: 2010		
DOMAIN / CONTENT STANDARD	CT.CC.R L.3.	Reading Standards for Literature		

STATE Key Ideas and Details

FRAMEWORK		
GRADE LEVEL	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the
EXPECTATION		answers.

GRADE LEVEL EXPECTATION	RL.3.2.	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.
GRADE LEVEL EXPECTATION	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
DOMAIN / CONTENT STANDARD	CT.CC.R L.3.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
GRADE LEVEL EXPECTATION	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
DOMAIN / CONTENT STANDARD	CT.CC.R L.3.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.3.7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
DOMAIN / CONTENT STANDARD	CT.CC.R L.3.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.3.10.	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.
DOMAIN / CONTENT STANDARD	CT.CC.RF	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	RF.3.3(b)	Decode words with common Latin suffixes.
DOMAIN / CONTENT STANDARD	CT.CC.RF	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W. 3.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.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.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN I CONTENT STANDARD	CT.CC.SL	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1(a)	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.

SL.3.1(b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,

speaking one at a time about the topics and texts under discussion).

INDICATOR

INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.3.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.S L.3.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECT ATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		The Theft of Thor's Hammer, Part 2
		Connecticut State Standards
		Language Arts
		Grade 3 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.R L.3.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	RL.3.2.	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.
DOMAIN / CONTENT STANDARD	CT.CC.RF	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECT ATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	RF.3.3(b)	Decode words with common Latin suffixes.
DOMAIN / CONTENT STANDARD	CT.CC.W. 3.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

INDICATOR	W.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.
DOMAIN / CONTENT STANDARD	CT.CC.W. 3.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
DOMAIN / CONTENT STANDARD	CT.CC.W. 3.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.S L.3.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

INDICATOR

INDICATOR

L.3.1(d)

L.3.1(f)

Form and use regular and irregular verbs.

Ensure subject-verb and pronoun-antecedent agreement.

CT.CC.L. Language Standards 3.

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

DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards 3.

STATE FRAMEWORK	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**INDICATOR** L.3.3(a) Choose words and phrases for effect.

DOMAIN / CONTENT **STANDARD** 

CT.CC.L. Language Standards 3.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g.,

Tornadoes

agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

## **Connecticut State Standards** Language Arts

Grade 3 - Adopted: 2010

DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text .3.

STATE	<b>Key Ideas and Details</b>
FRAMEWORK	

GRADE LEVEL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>EXPECTATION</b>		

DOMAIN / CONTENT STANDARD

CT.CC.RI Reading Standards for Informational Text .3.

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.3.10.	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.
DOMAIN / CONTENT STANDARD	CT.CC.RF	Reading Standards: Foundational Skills
STATE FRAMEWORK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	RF.3.3(b)	Decode words with common Latin suffixes.
DOMAIN / CONTENT STANDARD	CT.CC.RF	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W. 3.	Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.

### CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION		Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.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.

#### DOMAIN / CONTENT STANDARD

#### CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

#### DOMAIN / CONTENT STANDARD

#### CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### DOMAIN / CONTENT STANDARD

### CT.CC.SL Speaking and Listening Standards

STATE FRAMEWORK	Comprehension and Collaboration
GRADE LEVEL EXPECTATION	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

### INDICATOR

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

INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

# CT.CC.S Speaking and Listening Standards L.3.

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### DOMAIN / CONTENT STANDARD

# $\ensuremath{\mathsf{CT.CC.S}}$ Speaking and Listening Standards L.3.

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

#### DOMAIN / CONTENT STANDARD

#### CT.CC.L. Language Standards

3.

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

#### DOMAIN / CONTENT STANDARD

**INDICATOR** 

L.3.2(e)

#### CT.CC.L. Language Standards

sitting, smiled, cries, happiness).

STATE
FRAMEWORK

GRADE LEVEL
EXPECTATION

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR

L.3.2(a) Capitalize appropriate words in titles.

Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,

**INDICATOR** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending L.3.2(f) rules, meaningful word parts) in writing words. DOMAIN / CT.CC.L. Language Standards CONTENT 3. **STANDARD** Knowledge of Language STATE **FRAMEWORK GRADE LEVEL** L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. **EXPECTATION INDICATOR** L.3.3(a) Choose words and phrases for effect. DOMAIN / CT.CC.L. Language Standards CONTENT STANDARD STATE Vocabulary Acquisition and Use **FRAMEWORK GRADE LEVEL** L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade **EXPECTATION** 3 reading and content, choosing flexibly from a range of strategies. **INDICATOR** L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase. **INDICATOR** L.3.4(b) Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). DOMAIN / CT.CC.L. Language Standards CONTENT 3. **STANDARD** STATE Vocabulary Acquisition and Use **FRAMEWORK GRADE LEVEL** L.3.5. Demonstrate understanding of word relationships and nuances in word meanings. **EXPECTATION INDICATOR** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). L.3.5(a) DOMAIN / CT.CC.L. Language Standards CONTENT 3. **STANDARD** STATE **Vocabulary Acquisition and Use FRAMEWORK GRADE LEVEL** 136 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and

Treasure Map, Part 1

phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for

Connecticut State Standards Language Arts Grade 3 - Adopted: 2010

DOMAIN / CONTENT **STANDARD** 

**EXPECTATION** 

CT.CC.RI Reading Standards for Informational Text

them).

.3.

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

 $\ensuremath{\mathsf{CT.CC.RI}}$  Reading Standards for Informational Text .3.

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3
EXPECTATION		topic or subject area.

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

.3.

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

DOMAIN / CONTENT STANDARD CT.CC.RI Reading Standards for Informational Text

ENT .3.

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.3.10.	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.

DOMAIN / CONTENT STANDARD CT.CC.RF Reading Standards: Foundational Skills

.3.

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN / CONTENT STANDARD CT.CC.W. Writing Standards

3.

STATE	Production and Distribution of Writing
FRAMEWORK	

GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W. 3.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.SL .3.	_ Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.3.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.S L.3.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STATE

CT.CC.L. Language Standards 3.

Knowledge of	of Language

**FRAMEWORK GRADE LEVEL** L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. **EXPECTATION** 

**INDICATOR** 

L.3.3(a)

Choose words and phrases for effect.

DOMAIN / CONTENT **STANDARD**  CT.CC.L. Language Standards

3.

STATE FRAMEWORK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**INDICATOR** L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT **STANDARD**  CT.CC.L. Language Standards

3.

STATE FRAMEWORK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	Demonstrate understanding of word relationships and nuances in word meanings.

**INDICATOR** L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

DOMAIN / CONTENT **STANDARD**  CT.CC.L. Language Standards

3.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Treasure Map, Part 2

## **Connecticut State Standards** Language Arts

Grade 3 - Adopted: 2010

DOMAIN / CONTENT **STANDARD**  CT.CC.W. Writing Standards

3.

STATE FRAMEWORK	Text Types and Purposes
GRADE LEVEL EXPECTATION	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**INDICATOR** W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
INDICATOR	W.3.2(d)	Provide a concluding statement or section.

#### CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

# DOMAIN / CONTENT STANDARD

#### CT.CC.W. Writing Standards

3.

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# DOMAIN / CONTENT STANDARD

### CT.CC.L. Language Standards

3.

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.

# DOMAIN / CONTENT **STANDARD**

## CT.CC.L. Language Standards

3.

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

INDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECT ATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.3.3(a)	Choose words and phrases for effect.
		William Penn, Part 1
		Connecticut State Standards
		Language Arts Grade 3 - Adopted: 2010
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
DOMAIN / CONTENT STANDARD	CT.CC.RI	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
GRADE LEVEL EXPECTATION	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.

DOMAIN / CONTENT

STANDARD

.3.

CT.CC.RI Reading Standards for Informational Text

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.3.10.	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.
DOMAIN / CONTENT STANDARD	CT.CC.RF	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION		With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.SL .3.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
	II .	

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION

SL.3.1.

INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
DOMAIN / CONTENT STANDARD	CT.CC.S L.3.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / CONTENT STANDARD	CT.CC.S L.3.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.

DOMAIN /	CT.CC.L. Language Standards
CONTENT	3.
STANDARD	

STATE FRAMEWORK	Conventions of Standard English
GRADE LEVEL EXPECT ATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.3.2(a) Capitalize appropriate words in titles.

CT.CC.L. Language Standards

3.

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**INDICATOR** L.3.3(a) Choose words and phrases for effect.

DOMAIN / CONTENT STANDARD CT.CC.L. Language Standards

3.

STATE FRAMEWORK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**INDICATOR** L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.

DOMAIN / CONTENT **STANDARD** 

CT.CC.L. Language Standards 3.

STATE FRAMEWORK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	Demonstrate understanding of word relationships and nuances in word meanings.

**INDICATOR** L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

DOMAIN / CONTENT **STANDARD**  CT.CC.L. Language Standards

3.

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

William Penn, Part 2

## **Connecticut State Standards** Language Arts

Grade 3 - Adopted: 2010

DOMAIN / CONTENT **STANDARD** 

CT.CC.RF Reading Standards: Foundational Skills .3.

STATE FRAMEWORK	Phonics and Word Recognition
GRADE LEVEL EXPECTATION	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR RF.3.3(a) Identify and know the meaning of the most common prefixes and derivational suffixes.

INDICATOR	RF.3.3(b)	Decode words with common Latin suffixes.
DOMAIN / CONTENT STANDARD	CT.CC.W. 3.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
INDICATOR	W.3.2(d)	Provide a concluding statement or section.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
DOMAIN / CONTENT STANDARD	CT.CC.W.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences

sentences.

Form and use regular and irregular verbs.

L.3.1(d)

INDICATOR

# CT.CC.L. Language Standards 3.

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

#### DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards

STATE FRAMEWORK	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR L.3.3(a) Choose words and phrases for effect.

#### DOMAIN / CONTENT STANDARD

CT.CC.L. Language Standards

STATE FRAMEWORK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR L.3.4(b) Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).