

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

STATE FRAMEWORK		Key Ideas and Details
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .3.**

STATE FRAMEWORK		Craft and Structure
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .3.**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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).
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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).
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .3.**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .3.**

STATE FRAMEWORK		Fluency
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GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
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INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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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.
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INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Production and Distribution of Writing
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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.)
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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.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Range of Writing
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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.
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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.
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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).
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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.
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INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards**
L.3.

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards**
L.3.

STATE FRAMEWORK		Presentation of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
3.

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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INDICATOR	L.3.1(h)	Use coordinating and subordinating conjunctions.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
3.

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
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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).
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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.
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**DOMAIN /
CONTENT
STANDARD** **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 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		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. Language Standards
3.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
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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 FRAMEWORK		Key Ideas and Details
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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.**

STATE FRAMEWORK		Craft and Structure
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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 **CT.CC.RI Reading Standards for Informational Text .3.**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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
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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		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 .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
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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 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.
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INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards**
L.3.

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards**
L.3.

STATE FRAMEWORK		Presentation of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
3.

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
3.

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
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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).
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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.
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**DOMAIN /
CONTENT
STANDARD** **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 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	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		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).

Hagia Sophia

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

STATE FRAMEWORK		Craft and Structure
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .3.**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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).
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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).
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .3.**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .3.**

STATE FRAMEWORK		Phonics and Word Recognition
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GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
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INDICATOR	RF.3.3(b)	Decode words with common Latin suffixes.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .3.**

STATE FRAMEWORK		Fluency
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GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
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INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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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.
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INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
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INDICATOR	W.3.2(d)	Provide a concluding statement or section.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Production and Distribution of Writing
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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.)
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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.
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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.
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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.
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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.
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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.
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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).
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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.
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INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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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.
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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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.
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INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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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.
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INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
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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).
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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.
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**DOMAIN /
CONTENT
STANDARD** **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 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	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		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).

Hannibal's War

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

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .3.**

STATE FRAMEWORK		Fluency
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GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
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INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Production and Distribution of Writing
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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.)
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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.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Range of Writing
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.SL Speaking and Listening Standards .3.**

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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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.
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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).
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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.
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INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.3.**

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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**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 /
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**

**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	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
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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.
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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	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		Vocabulary Acquisition and Use
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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 Reading Standards for Informational Text .3.**

STATE FRAMEWORK		Key Ideas and Details
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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.**

STATE FRAMEWORK		Craft and Structure
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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 **CT.CC.RI Reading Standards for Informational Text .3.**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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).
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .3.**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .3.**

STATE FRAMEWORK		Fluency
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GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
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INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
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INDICATOR	W.3.2(d)	Provide a concluding statement or section.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Production and Distribution of Writing
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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.)
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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.
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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.
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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 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 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
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GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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(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. 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 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		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. 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).
Leif Eriksson		

**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.	
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 .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).
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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.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 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 Speaking and Listening Standards**
L.3.

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards**
L.3.

STATE FRAMEWORK		Presentation of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
3.

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

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

STATE FRAMEWORK		Key Ideas and Details
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.RI Reading Standards for Informational Text
.3.**

STATE FRAMEWORK		Craft and Structure
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.RI Reading Standards for Informational Text
.3.**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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).
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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).
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.RI Reading Standards for Informational Text
.3.**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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**DOMAIN /
CONTENT
STANDARD** **CT.CC.RF Reading Standards: Foundational Skills
.3.**

STATE FRAMEWORK		Fluency
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GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
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INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**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.
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INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards**
L.3.

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards**
L.3.

STATE FRAMEWORK		Presentation of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
3.

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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INDICATOR	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
3.

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
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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).
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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.
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DOMAIN / CONTENT STANDARD **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.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 3.**

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).
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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).

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 FRAMEWORK		Key Ideas and Details
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .3.**

STATE FRAMEWORK		Craft and Structure
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .3.**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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).
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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).
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GRADE LEVEL EXPECTATION	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .3.**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .3.**

STATE FRAMEWORK		Fluency
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GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
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INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Production and Distribution of Writing
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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.)
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Research to Build and Present Knowledge
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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.
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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.
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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.
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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).
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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.
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INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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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.
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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 / 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 **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 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		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. 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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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.
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INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
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INDICATOR	W.3.2(d)	Provide a concluding statement or section.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards**
3.

STATE FRAMEWORK		Production and Distribution of Writing
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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.)
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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.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards**
3.

STATE FRAMEWORK		Range of Writing
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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.
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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.

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	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.

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
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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** **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.

**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		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 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.
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DOMAIN / CONTENT STANDARD **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.
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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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My Friend, 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.
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INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
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INDICATOR	W.3.2(d)	Provide a concluding statement or section.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Production and Distribution of Writing
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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 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. 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.
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My House, 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.
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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.
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INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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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.)
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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.
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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.
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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.
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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 / CONTENT STANDARD **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 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 / 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.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. 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.

Nile River, Yangtze River

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
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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.

STATE FRAMEWORK		Craft and Structure
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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 **CT.CC.RI Reading Standards for Informational Text**
.3.

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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
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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		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 .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
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.3.**

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.3.**

STATE FRAMEWORK		Presentation of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 3.**

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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).
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 3.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
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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.
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INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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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).
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 3.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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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).
Orchestra and Conductor		

**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.	
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 .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).
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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.RF Reading Standards: Foundational Skills .3.**

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 .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
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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 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.**

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.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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. Language Standards 3.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
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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.
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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	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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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).
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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.
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**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.
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**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).
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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).
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GRADE LEVEL EXPECTATION	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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**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.
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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 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 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 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 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.
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 3.**

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 3.**

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

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

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

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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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.
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INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
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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).
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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.
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DOMAIN / CONTENT STANDARD **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.
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INDICATOR	L.3.3(a)	Choose words and phrases for effect.
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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.**

STATE FRAMEWORK		Key Ideas and Details
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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.**

STATE FRAMEWORK		Craft and Structure
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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** **CT.CC.RI Reading Standards for Informational Text
.3.**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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** **CT.CC.RI Reading Standards for Informational Text
.3.**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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
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GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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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.

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 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
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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.3.2.	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. 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 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		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. 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).
Roman Hoplite, American Quarter Horse		

**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.	
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 .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.	
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 FRAMEWORK		Production and Distribution of Writing
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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 STANDARD **CT.CC.S Speaking and Listening Standards L.3.**

STATE FRAMEWORK		Comprehension and Collaboration
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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
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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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.
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INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 3.**

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).
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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).

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

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 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 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 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
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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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.
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INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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DOMAIN / CONTENT STANDARD **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.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 3.**

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

STATE FRAMEWORK		Vocabulary Acquisition and Use
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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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Rooster, 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.

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.
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INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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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.
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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).
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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.
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DOMAIN / CONTENT STANDARD **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.
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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
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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.
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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.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.R Reading Standards for Literature L.3.**

STATE FRAMEWORK		Craft and Structure
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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.
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GRADE LEVEL EXPECTATION	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
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DOMAIN / CONTENT STANDARD **CT.CC.R Reading Standards for Literature L.3.**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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).
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DOMAIN / CONTENT STANDARD **CT.CC.R Reading Standards for Literature L.3.**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .3.**

STATE FRAMEWORK		Fluency
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GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
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INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Text Types and Purposes
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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.
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INDICATOR	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Production and Distribution of Writing
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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.)
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Range of Writing
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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.
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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.
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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).
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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.
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INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.3.**

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.3.**

STATE FRAMEWORK		Presentation of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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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.
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INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 3.**

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

STATE FRAMEWORK		Vocabulary Acquisition and Use
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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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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.
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DOMAIN / CONTENT STANDARD **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.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Production and Distribution of Writing
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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.)
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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.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Range of Writing
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.3.**

STATE FRAMEWORK		Presentation of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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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.
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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.
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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).
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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.
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DOMAIN / CONTENT STANDARD **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.
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The Theft of Thor's Hammer, 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
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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.
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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.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.R Reading Standards for Literature L.3.**

STATE FRAMEWORK		Craft and Structure
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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.
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GRADE LEVEL EXPECTATION	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
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DOMAIN / CONTENT STANDARD **CT.CC.R Reading Standards for Literature L.3.**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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).
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DOMAIN / CONTENT STANDARD **CT.CC.R Reading Standards for Literature L.3.**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .3.**

STATE FRAMEWORK		Phonics and Word Recognition
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GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
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INDICATOR	RF.3.3(b)	Decode words with common Latin suffixes.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .3.**

STATE FRAMEWORK		Fluency
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GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
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INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / CONTENT STANDARD **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.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Production and Distribution of Writing
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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.)
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Range of Writing
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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.
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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.
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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).
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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.
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INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards**
L.3.

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards**
L.3.

STATE FRAMEWORK		Presentation of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
3.

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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).
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
3.

STATE FRAMEWORK		Vocabulary Acquisition and Use
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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.
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INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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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).
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
3.

STATE FRAMEWORK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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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
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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 Reading Standards for Literature L.3.**

STATE FRAMEWORK		Key Ideas and Details
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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 .3.**

STATE FRAMEWORK		Phonics and Word Recognition
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GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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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. Writing Standards 3.**

STATE FRAMEWORK		Text Types and Purposes
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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.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Production and Distribution of Writing
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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.)
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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.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Range of Writing
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.3.**

STATE FRAMEWORK		Presentation of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 3.**

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

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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.**

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.**

STATE FRAMEWORK		Craft and Structure
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .3.**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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).
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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).
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .3.**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .3.**

STATE FRAMEWORK		Phonics and Word Recognition
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GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
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INDICATOR	RF.3.3(b)	Decode words with common Latin suffixes.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .3.**

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

DOMAIN / CONTENT STANDARD **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(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
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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 3.**

STATE FRAMEWORK		Range of Writing
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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 Speaking and Listening Standards L.3.**

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.3.**

STATE FRAMEWORK		Presentation of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 3.**

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 3.**

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
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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).
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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.
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DOMAIN / CONTENT STANDARD **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.
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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.
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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).
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards 3.**

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).
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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).

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

STATE FRAMEWORK		Key Ideas and Details
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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.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .3.**

STATE FRAMEWORK		Craft and Structure
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .3.**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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).
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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).
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DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .3.**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.RF Reading Standards: Foundational Skills .3.**

STATE FRAMEWORK		Fluency
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GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
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INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Production and Distribution of Writing
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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.

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

STATE FRAMEWORK		Range of Writing
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.SL Speaking and Listening Standards .3.**

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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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.
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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).
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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.
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INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.3.**

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards L.3.**

STATE FRAMEWORK		Presentation of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**DOMAIN /
CONTENT
STANDARD** **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 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		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. Language Standards
3.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
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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	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.
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INDICATOR	W.3.2(d)	Provide a concluding statement or section.
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**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.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.
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INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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**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.
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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).
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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	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
.3.**

STATE FRAMEWORK		Key Ideas and Details
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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.**

STATE FRAMEWORK		Craft and Structure
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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 **CT.CC.RI Reading Standards for Informational Text
.3.**

STATE FRAMEWORK		Integration of Knowledge and Ideas
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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.**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
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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 FRAMEWORK		Production and Distribution of Writing
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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.

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

STATE FRAMEWORK		Research to Build and Present Knowledge
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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
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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 Speaking and Listening Standards**
L.3.

STATE FRAMEWORK		Comprehension and Collaboration
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.S Speaking and Listening Standards**
L.3.

STATE FRAMEWORK		Presentation of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
3.

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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DOMAIN / CONTENT STANDARD **CT.CC.L. Language Standards**
3.

STATE FRAMEWORK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
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**DOMAIN /
CONTENT
STANDARD** **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 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		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. Language Standards
3.**

STATE FRAMEWORK		Vocabulary Acquisition and Use
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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.RFReading Standards: Foundational Skills
.3.**

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.
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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.
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INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
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INDICATOR	W.3.2(d)	Provide a concluding statement or section.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Production and Distribution of Writing
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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.)
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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.
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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.
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DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 3.**

STATE FRAMEWORK		Range of Writing
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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.
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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.
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INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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**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	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 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(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).